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THE DAVIS-JULIEN READERS
FINGER PLAY
READER
PART TWO



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(II)

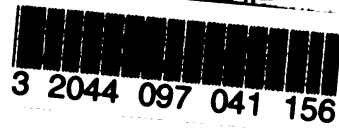
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THE DAVIS-JULIEN SERIES OF READERS

FINGER PLAY READER

BY

JOHN W. DAVIS

DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

AND

FANNY JULIEN

FIRST-YEAR TEACHER, PUBLIC SCHOOL 8, THE BRONX
NEW YORK CITY

PART II

FOR FIRST-YEAR CLASSES

Teacher's Edition

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1909

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PLEASE READ THE PREFACE

ON entering school, the child brings with him a stock of nature facts and thoughts. The reading in this book is based on Finger Plays which embody some of these thoughts ; and these Finger Plays are favorites in many kindergartens. This book has, therefore, for its foundation, rhymes which are easily learned if not already known ; and rhymes of which there is but one version.

The work proceeds : —

from the known to the unknown ;
from the taught to the untaught ;
from the whole to the part ;

from the whole rhyme to the phrase, to the word, to the sound ; and then to reconstruction.

No Preparation Necessary

There is no list of words to be taught before the book is taken up. The material is developed as it comes.

From the first day the children read the familiar thought in the unfamiliar characters. Differentiation begins with one sight-word only. From the first familiar sight-word, the children develop their own phonics, and the “blend” is understood from the first day. There is, therefore, no arbitrary list of phonograms to be learned beforehand.

Power through Phonics

The purpose of the book is not to gain memorized reading, but to acquire independence through power in phonics.

Diacritical marks are avoided when possible. They tend to confuse the child, and are not seen in the books which he desires to read.

At the end of the term, if the plan outlined in the Teacher's Edition has been closely followed, the children will be familiar with nearly all the phonograms needed in ordinary reading.

The work should be placed in script on the blackboard or on oak-tag. Writing by the children should accompany this work in order that they may gain a written vocabulary.

The "word-board" described in the Teacher's Edition will be found useful in the reconstruction work.

No Strain

Hurry is not speed. Speed is gained by slow movements at the start. The first year is the sowing-time; the reaping-time comes later.

Correlation; Physical Work, Music, Manual Training

There should be a many-sided presentation and a many-sided development. The work should include, therefore, much more than phonics. Phonics lead to word-getting; words lead to thoughts; thoughts to character; and character to service-giving.

The reading should be accompanied by plays and games and other pleasurable devices. Joy in action is the keynote of the children's rhythmical progress.

Manual training is correlated with the work of this book wherever possible.

Nature

As a Nature Reader, its purpose is not to give information, but to teach the child to express that which he already knows. The purpose of nature-work is, above all, to lead the child into the loving relations which he should hold with the outside world. The material used is near at hand, for a flower, a sparrow, or a dog is closer to a child than the table at which he sits.

Literature

Though the first steps in reading must include mechanics, there need be no mechanics in thought. The five poems with which the

work has been connected are developed from the reading in both the mechanical steps and in the thoughts.

Help to the Teacher

The teacher has not been deserted anywhere. She is helped with the plays and with every word and phonogram, and she is asked only to follow closely the method as outlined in the Teacher's Edition, page by page, and not to let go, but, by constant review, to keep hold of every new thing gained. The teacher should select the suggestions which she finds helpful to her.

As a Reader

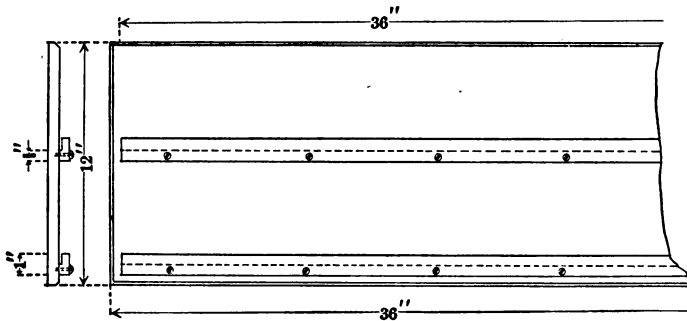
The exact place in the course where this book should be used as a reader depends upon the character of the school. In some classes it may be used as a first book, and it may also be used to follow any primer.

There are many irregular pupils, or new pupils, who join a first-year class long after the beginning of the first or second term, and who are poorly prepared in both phonics and reading. We think, therefore, that the second book placed in the hands of a class should, like the primer, start with the initial steps in the work.

Connection with the Kindergarten

In trying to make this connection between the kindergarten and the first-year reading, we acknowledge the help which kindergarten association and training give to all teachers of the lower grades, and heartily recommend such training. But we would also keep in mind the fact that kindergarten work does not mean the use of such gifts, occupations, and games as are mentioned only in kindergarten books, but the employment of any and all gifts and work which are dominated by the spirit which rules the true kindergarten.

Trusting that in some measure through its suggestions the task of directing the first steps in reading has been lightened, this book is dedicated to the use of the first-year teachers of the United States.



WORKING DRAWING OF PHONIC CARD RACK

SPECIFICATIONS

1 piece whitewood	36" × 12" × $\frac{3}{8}$ "
2 strips whitewood	36" × 1" × $\frac{3}{8}$ "
8 round-head screws, blued $\frac{3}{4}$ "

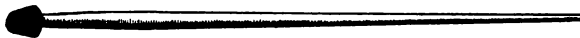


CHART PENCIL

With wooden handle 10 inches long, and a grooved rubber tip

INSTRUCTIONS FOR PAGES 1-3

NATURE LESSONS — PLAY "FISH"

For Blackboard or Leaflet Reading

What a fish looks like.

How it moves ; breathes ; eats ; sleeps.

Where is its home ?

Its enemies and friends.

Some species take care of their little ones.

Did you ever see a fish play?

Its scales ; backbone ; fins ; tail ; mouth.

What kinds of fishes do you know?

These are suggestions for sentence work. Children will be ready to talk if they are allowed to know the topic for the next day.

AQUARIUM

An aquarium should be started. One made of a single piece of glass is the best. Put the plants in first and wait at least a week before putting in the fish. Do not overstock ; one pair will be sufficient and will thrive if fed sparingly. Keep the aquarium clean, but do not change the water every day. The goldfish is the "golden carp."

Review phonically: fin fin f in in ai
tail *f in *t ai l

ai (tail) and ay (lay) have the *th in p ai l
same sound. *sp in *s ai l

Compare: ai ay sk in h ai l
*t ai l *g ay p in *f ai l
*f ai l *s ay w in *w ai t
*s ai l *l ay gr in *b ai t
p ai l *pl ay ch in *r ai n

*l in /et g ai n

*a g ai n (exception)

INSTRUCTIONS FOR PAGES 1-3 (continued)

Phonics from words gained in the Nature reading:

<i>New</i> : fish	<i>Review</i> : fins	tail	mouth	gills
* f ish	* f in	* t ai l	m ou th	g ill s
d ish	f	ai	th	ill
w ish	* f in	t ai l	* m ou th	g ill s
	* f an	p ai l	s ou th	* t ill
<i>New Phonogram</i> : ish.	* f ai l	* f ai l	* th in	* w ill
	f all	* s ai l	* th ink	f ill
<i>Review Phonogram</i> : sh.	f ill	r ai l	* th ing	s ill
sh	* f ish	tr ai l	* thr ough	m ill
* sh out	* f ar m	m ai l	* th ank	p ill
sh eep	* f ound		ou	* b ill
sh eet	* f at		m ou th	g
* sh e	* f old		* cl ou d	g ill s
* sh ip	* f ull		* f ou nd	* g o
sh oo t	* f oot		* gr ou nd	* g o s
sh op	* f ell		* s ou nd	* g iv e
sh ot	* f or t			* g et
sh ell	in			* g iv en
sh ut	f ins			* gr ou nd
* sh ow	t in			* gr ee n
sh ame	* th in			* gr eat
* sh ine	p in			* gr ay
sh ock	sh in			
* sh ar p	s in			
sh el ter	w in			
* sh oo k	l in			
sh ar k	l in y et			
sh am poo				
* sh al y				
* sh all ow				

Do this work by "littles," whenever you get a few moments; and do as much of it as you find profitable.

FINGER PLAY READER

PART II



GOLD FISH AND SILVER FISH

THE FISHES IN THE BROOK



From "Songs and Music of Froebel's Mother Play," by Susan E. Blow,
by permission of D. Appleton & Co.



INSTRUCTIONS FOR PAGES 4 AND 5

FINGER PLAY

Use a written chart as before suggested, the teacher using a pointer. The play should also be done without music as a preparation to the word work.

WORD ACQUISITION

(By Finger Play or Poem)

Method: Divide the process into five portions.

1. Let the children select familiar words, verse by verse.

Review these words by card.

They are:

little	away	and	me	bending
in	play	can	see	like
the	may	no	you	with
at	say	oh	be	brook
that	happy	go	come	

2. From the preceding and accompanying nature lessons on the fish, the children will probably gain the words: *fish, fins, mouth, tail*, and perhaps *gills*, as the included phonograms of these words are familiar. In any case, include these words with any others in the finger play, which the children should readily recognize from the familiar phonograms, as follows:

3. *Words soon recognized from familiar phonograms (review by card):*

if	em	at	pr	ai	ow	ou	ly	th	w
in	es	al	thr				ty	th	d
ish	ev		ter				y		f
s w if t			er	t					
s w if t ly	th em	pt etty	t ai l	sh al	low	m ou th			
f ish es	n ev er	thr ough		b ow					
f in s									

Draw attention to words with peculiar sounds, e.g. the word *pretty*. In olden times it was pronounced by many, *prëtty*. In the word *through*,

INSTRUCTIONS FOR PAGES 4 AND 5 (*Continued*)

ugh are silent, and *o* is like *oo*. Fix these words by card as well as by the blackboard work.

4. Now select the words which are unknown, having unknown combinations. *These are :*

floating	clear	would	<i>Compare :</i> body
curving	bright	merry	bodies

5. *New Words* may be taught :

1. By mechanical word plays, as previously outlined, through position, omission, insertion, etc.

2. By phrase study, as sight work, through which the meaning and use of the words are grasped.

3. By phonic analysis and synthesis.

4. By re-combinations, as in reading exercises, where the words are in new positions.

5. By drill for rapid recognition.

PHRASES OF FINGER PLAY

Write on Oak-Tag

- | | |
|-----------------------------|-----------------------------------|
| 1. merry little fishes | 5. bending like a bow |
| 2. floating in the shallows | 6. through the clear bright water |
| 3. darting swiftly | 7. May we play with you |
| 4. pretty bodies curving | 8. that would never do |
| 9. that can never be | |

THE FISHES IN THE BROOK



Merry little fishes

in the brook at play,

Floating in the shallows,

darting swift away.



Happy little fishes,



Come and play

with me.

“No, oh no!”

the fishes say,

“That can never be.”



Pretty bodies curving,

bending like a bow,



Through



the clear, bright water

See them swiftly go.



Happy little fishes,

May we



play with you?

“No, oh no!”

the fishes say,

“That would never do.”



INSTRUCTIONS FOR PAGES 6-8

RHYTHM WORK

Three-step. Use music if possible. The children take up the step almost at once. The feet must not be lifted from the floor.

NATURE WORK

Hibernation of bears, insects, etc. This should give the children the thought of not overfeeding the fish in their aquarium.

WORD WORK

Review: water, through, oh (from finger play). *Review* i with.

Review: fish, fins, tail, mouth (from nature lessons).

Also review the phonic lists of the recently studied words.

think th ink

brave br ave

time t ime

over o v er

The two new words have known phonic elements.

New Words

f eɪ *fell f ell el

*fellow fell ow ōw

y eɪ yellow yell ow ōw

b eɪ bell ow ōw

el ow
Review this Work: f ell *fell ow

*y ell *y ell ow

*w ell *shall ow

*t ell

b ell

s ell

sp ell

One new word with new phonic element, *could*. Compare known word *would* with *could*.

New Phonogram: ould could, c ould, ould

*w ould

*c ould

*sh ould

Review by Card: ai, ay, ould.

Sight Phrases: go through; see through; lay asleep.



The tall boy is calling:

“Look out, there!

Do you see the water?

The water is deep
over there.

You will go through.
into the deep water.

Come here!

We have found a fish.”

One boy fell down.

Do you see
the little boy sitting down?

That little fellow
found the fish.

He found the fish
when he fell down.

The fish was
in the deep water.

It was on the sand.

The boys could see
into the deep water.

The fish lay asleep
on the sand.

The fins were still.

The tail was still.

The fish lay
sound asleep
on the sand.



The four boys
looked at him.

The fish lay
sound asleep in
the deep, cold water.

Fishes like to sleep
when the water is cold.

And then
they do not eat.

They sleep a long,
long time.



Here is a little boy
with his mouth open.
He is trying not to fall.
He is a brave
little fellow.

Look at his mouth.

His mouth is round.

His mouth is saying,
O!

INSTRUCTIONS FOR PAGES 9-12

PRISM PLAY

Use if you have sunshine in the room or in the yard. If you have none, let the children personate the sun and his beams; or decorate the children with colored paper of the seven colors, and let them dance around. There are other sun games. Use also colored slips to lay the prismatic colors in series on the desks. Match the colors if you like.

Or, simply use the "light-bird," — a piece of mirror.

NATURE WORK

What does the sun do?

Old Proverb for Memory Gem :

"Early to bed and early to rise,
Makes a man healthy, wealthy, and wise."

Review : old

*gold

*hold

*fold

*told

*behold

Phrases : time to get up; clear, bright water.

New Words : gold, clouds, rich.

These are from preceding phonic lists; vary the form of phonic presentation :

l ou d

loud

cl ou d

c loud

clou d

c l ou d

cloud

Familiar Elements : rich r i ch ĭ

ĭ

ich

*r ich

*wh ich

Review : *over y

*cl over *cloud y

*sleep y

*bod y

*sand y

sun . . . s un

INSTRUCTIONS FOR PAGES 9-12 (Continued)

Development of Linear Table ũ from Known Elements

ũ							
un		um		ub		ut	
*s un	un	s um	um	r ub	ub	c ut	ut
*s un y		s um er	un	r ub er	um	h ut	ub
*f un		dr um		c ub	un	n ut	um
*f un y		dr um er		cl ub		*b ut	un
b un		h um		t ub		b ut ter	
B un y		pl um		B ub		fl ut ter	
*un der		th um		b ub ble		str ut	
uf							
ud		ug		uf			
c ud	ud	b ug	ug	c uff	uf		
c ud dle	ut	h ug	ud	m uff	ug		
m ud	ub	d ug	ut	p uff	ud		
m ud dle	um	r ug	ub	st uff	ut		
m ud y	un	dr ug	um	fl uff	ub		
r ud y		sn ug	un	fl uff y	um		
*b ud				un			
us							
up		us		uck			
s up	up	f us	us	l uck	uck		
up per	uf	f us y	up	s uck	us		
sup per	ug	cr us t	uf	d uck	up		
c up	ud	d us t	ug	t uck	uf		
p up	ut	*d us t y	ud	cl uck	ug		
	ub	*tr us t	ut		ud		
	um		ub		ut		
	un		um		ub		
			un		um		
					un		



THE SUNRISE

“Get up,” says the sun.

“It is time to get up.

It is sunrise.

Come, play with me.”

That is what the sun
says to the clouds.

But the clouds
will not play.

The clouds say :

“No, no ; let us alone.
We are sleepy.”

Then the sun
gives them gold.

He gives gold
to the clouds,
and they fly away.

The birds sing
at sunrise.

They fly about
and sing.

The birds fly
over the water.



The sun looks down
on the water.

The sun plays
with the water.

He likes to play
with the clear,
bright water.

He peeps
into the water.

He sees
the merry little fishes.

“Get up,” says the sun.

“It is time to get up.

It is sunrise.

Come, play with me.”

The merry little fishes
play with the sun.



They play
with the sun
in the clear, bright water.





Then the sun
peeps into a house.

He peeps in,
and sees a little boy.

He sees a little boy
sound asleep in bed.

“Get up,” says the sun.

“It is time to get up.

It is sunrise.

Come, play with me.”

That is what the sun
says to the little boy.

But the little boy
will not play.

The little boy says :

“No, no ; let me alone.
I am sleepy.”

Oh ! little boy !

Get up to play
with the sun.

Get up to see
the sunrise.

The sun will
give you gold.

The sun will make you rich.

The sun will make you well.

The sun will make you happy.

You will sing all day.

INSTRUCTIONS FOR PAGES 14-16

PAPER FOLDING—BOATS

Conversation Topic: Launching of boats and ships.

Read to Pupils: "The Launching of the Ship."

{ Working is
better than
waiting.

Words and Phonics: waiting ship nothing hold.

From Finger Play: shallow never.

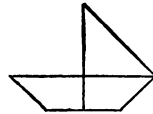
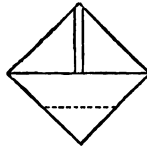
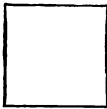
Review:

ai	ing	ip	sh	old	never	n ever
*w ai t ing	*th ing	*sh ip	*sh ip	*h old	*ever	
*w ai t	no thing	wh ip	*sh allow	*g old	*n ever	
b ai t	*nothing	sl ip	*sh ine	*t old	*ever y	
*s ai l ing		ch ip	*sh ow	*f old	ev	
*f ai l ing		t ip	sh ell	*c old	*ev er	
*r ai n		dr ip	sh ad	sc old	*n ev er	
g ai n		d ip	sh ad ow	s old	*ev er y	
*a g ai n	(Teach proper		*sh ook	*be hold	*s ev en	
*d ai sy	pronunciation.)				*h ea v en	
*d ai sies						

Review from Last Lesson: rich r ich ich
*r ich

Form: Find *do* in *does*. *wh ich

FOLD FOR SAIL BOAT





See the two
merry little fellows.

They are in the brook,
at play.

The brook is not deep.

It is shallow.

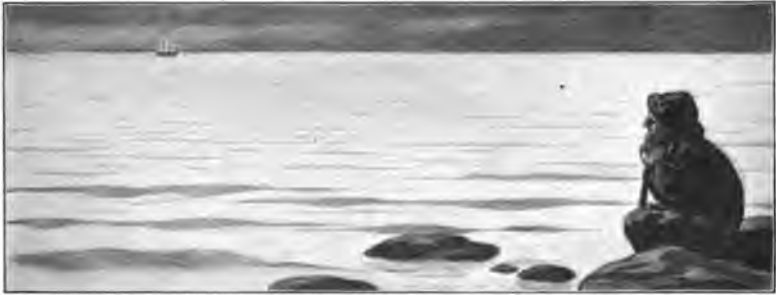
It is a shallow brook.

One boy has
a little ship.

He is looking at
his little ship.

He would like
to get hold of it.

He is waiting
till his ship comes in.



There is a ship
far away.

It is far away
on the water.

A big fellow
is waiting for it.

This big fellow
is waiting
till his ship comes in.

He is looking
and waiting.

He does nothing
all day.

All day long,
he sits and waits.

This big, big fellow
says:

“I shall be rich
some day.

Some day
I shall be rich,
when my ship comes in.”

But his ship
never comes in!

INSTRUCTIONS FOR PAGES 17 AND 18

COMPETITIVE GAMES

INDIANS. — Interest the children in the good points of every people. The Indian boy loves nature. The animals are his friends. He must get his living from the woods, and he must learn a correct aim. His eye and his ear are wonderfully trained. He does not kill for fun. He hunts for food.

Let the children be little Indians and see if they can run swiftly, catch balls, and throw balls in a straight line ; distinguish blindfold the voices of their companions, tread softly, etc.

Phrases from Finger Play : that would never do ; bending like a bow.

Word for Special Study : curving.

Compare : *ur* in *curving*, and *ir* in *bird* and *girl*.

er, ir, ur, all have the same sound. Let the children name these letters, *er, ir, ur*, giving the same sound.

Review Work : *er*

er	*oth er
*h er	*m oth er
*h ear d	*br oth er
f er n	*fa th er
*w er e	*s is ter
*o v er	*l et t er
*cl o v er	*s il ver

New Work :

ir	ur
squ ir r el	*c ur v e
*g ir l	*c ur v ing
*b ir d	c ur l
f ir	t ur n
f ir st	b ur n
wh ir l	h ur t
	t ur key
	f ur l
	f ur

end	ong
*b end	*l ong
*b end ing	*s ong
*fr i end	*str ong
s end	*y r ong
l end	
m end	

New word not in finger play : friend.

Review Phonograms : *er ir ur*

THE TWO FRIENDS

This boy
is a little Indian.

He is all alone.

See him creeping
through the trees.

He has his bow
with him.

He is bending
his bow.

His bow is curving.

His bow looks like
a curving line.

Now he is bending
his body.

His body is bending
like a bow.



His body is curving.

He is looking up
at the tree.

What does he see?

He sees
his little friend.

His little friend
is there.

Do you see him
sitting on the tree?

Would the boy harm
his little friend?

Oh no!

No Indian boy
would harm
his little friend!

INSTRUCTIONS FOR PAGES 19-21

NATURE STUDY — THE BROOK

The brooks are full of interest. The teacher can readily select material. There are little falls in the brooks; stones and sand; little worm-cases made of pebbles; darning-needles flying over the water; diving-beetles; snails; water-boatmen; weeds in the shallows; mosses and ferns; grass; brook willows; floating leaves; birds and cows bathing; nests close by.

The brook sings; the little fishes dart here and there; they catch flies, not from cruelty, but for food. Man catches fish, not from cruelty, but for food.

Rainy days form nice little brooks for imaginative play.

Comparison

<i>in form :</i>	Will	Will ie		Will	Willie	
	bird	bird ie	birdie s	bird	birdie	birdies
	dog	dogg ie	doggie s	dog	doggie	doggies
	brown	brown ie	brownie s	brown	brownie	brownies
		bod y	bod ie s		body	bodies
		bab y	bab ie s		baby	babies

PHONICS

clear cl ear cl ea r *New Phonogram : ea*

ea	ear	eal	*eat	*each	ean	eaf
*s ea	*cl ear	s eal	m eat	p each	cl ean	*leaf
t ea	*n ear	m eal	b eat	r each	b ean	
*p ea	h ear	h eal	s eat	t each	l ean	
fl ea	f ear	r eal	h eat		*m ean	
	t ear	d eal	n eat			
	*d ear	*st eal	ch eat			
	*y ear					
eav	eath					
*l eave s	*br eathe					

INSTRUCTIONS FOR PAGES 19-21 (*Continued*)

WORDS

Compare : ea, ee, e.

Review : ook * l ook trout tr out tr ou t (familiar).
 * h ook * c ook year (See the above work.)
 * t ook * sh ook cruel cr u el (Let the children recognize by the phonograms, cr, el.)
 cr ook

Sight phrase : a cruel hook.

THE BROOK TROUT

Ha! ha!

Do you see
that man?

He thinks that
he will catch me.

Do you see
his line?

That is
a fish-line.



There is a hook
on his fish-line.

I have seen
the hook.

It is a cruel hook.

The man thinks
that he is hidden.

He does not think
that I can see him.

Ha! ha! my boy.

I can see you well.

Fish away!

You will not catch me.

Not this year!

Ha! ha!

There is a fly!

I will dart for it.

See me dart
through the water

See me dart through
the clear, bright water.

The water is clear
and cold and deep.

That is what I like.

Look at my pretty body.

My tail is curving.

It is bending
like a bow.

My tail is strong.

I can dart swiftly
through the water.

I am a brook trout.

I have a pretty body.

All the brook trout
have pretty bodies.

We are
merry little fishes.

Ha! ha!

The man is still there.

Are you waiting for me?

Fish away, my boy.

I can wait.

INSTRUCTIONS FOR PAGES 22-25

Reading to pupils from "Water Babies."

NATURE LESSON

The salmon go from the sea inland to deposit their eggs in the fresh-water streams. They often go a long distance, leaping over and up the falls to reach their destination. The young fish find their way to the sea. Many fall prey to their enemies.

Nature Sentence-reading: Topic: love for home. Stories.

Sight Phrase: Teach the word *love*, through its signification.

We love the sea; we love our mother and our father.

We love our country; we love our home.

Words: young love sea (list of preceding lesson) ea

ear *s ea

Phonics: young y ounge ung *y ear sea l

*n ear *st ea l

h ear

New Phonogram: ung.

Comparison:

Comparison:

ung	<i>Review:</i>	ing ong ung	live *l ove
*yø ung	ing ong	s ing s ong s ung	love d ove
s ung	*s ing *s ong		gl ove
r ung	d ing d ong		a b ove
l ung	*br ing *l ong		v
h ung	*w ing *wr ong		*love
st ung			*brave
			*over
			*vine

INSTRUCTIONS FOR PAGES 22-25 (*Continued*)

SQUARE PHONIC TABLE FOR CHART WORK

(*From the Development of the Linear Tables*)

	ă	ě	ĩ	õ	ũ
NOTE. — The study	ab	eb	ib	ob	ub
of the sounds of the	ad	ed	id	od	ud
single letters may now	af	ef	if	of	uf
be omitted. The work	ag	eg	ig	og	ug
with the combinations	al	el	il	ol	ul
will give sufficient	am	em	im	om	um
practice.	an	en	in	on	un
	ap	ep	ip	op	up
	as	es	is	os	us
	at	et	it	ot	ut

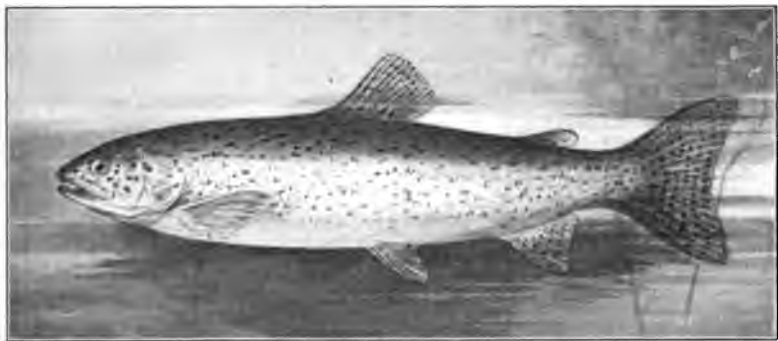
Comparison Work :

ack	eck	ick	ock	uck
ang	eng	ing	ong	ung

NOTE. — A few minutes daily should be devoted to some portion of this chart. The combinations found on the chart may be omitted from card drill.

Review :

br ber	bl ble	sp
cr ker	cl cle	st
dr der	dl dle	sc
fr fer	fl fle	spr
gr ger	gl gle	str
pr per	pl ple	scr
tr ter	sl sle	
ser	tle	



THE SEA-TROUT

This is our mother.

Our mother lives
in the sea.

She is a sea-trout.

We live in a brook.

We live
in a clear brook.

We are too little
to live in the sea.

We are too young.

The big fishes
would eat us up.

The old sea-trout
live in the sea.

The young sea-trout
live in brooks.

We love the sea.

Oh! how we love it!

We have never seen
the blue sea.

But we love it.

We have heard
all about it.

Some time we shall
go to the sea.

We shall all go
down the brooks
to the blue sea.



We cannot go this year.

We are too young.

But we love the sea.

Some time we shall go
down the brooks
all the way
to the blue sea.

There are falls
in the brooks.

There are big falls
of water.

We will dart over
the falls.

There are big fishes
in the brooks.

We will dart away.

There are boys
with fish-lines.

We have heard that
there are big boys
with fish-lines.

We will stay hidden
in the deep water.

Oh! Do you think
that somebody
will catch us?

Do you think that
somebody will eat us?

Shall we never see
the blue sea?

INSTRUCTIONS FOR PAGES 26-28

GROUP WORK

GYMNASTIC PLAY — PLAY IN THE BROOK

A Gymnastic Play should consist of at least three steps:

1. Drill movements, so that free movements may be done correctly.
2. Story development under leadership of teacher.
3. Free play along the same lines.

Let some children read and some children act.

STORY DEVELOPMENT

Suggested Thoughts :

Running to the brook.

The bending willows.

Wading barefoot through the long grass and in the water.

Picking up pebbles.

Stepping from one stone to another.

Jumping the brook, if narrow.

Playing with the "shiners" and the "killies."

We are the merry little fishes ; we move our fins lazily ; we bend our bodies ; we curve them ; we dart here and there ; we dive.

GYMNASTIC DRILLS

Suggested movements, for choice. Quiet movements should follow active ones.

Breathing.

Running in place.

Leg-lifting, alternate.

Knee-bending and jumping.

Body-bending, knee straight.

Head movements.

Wrist movements for fins.

NET GAME

Teachers who desire games of the competitive kind may form two lines of children on opposite sides of the room. Keeping the hands

INSTRUCTIONS FOR PAGES 26-28 (*Continued*)

joined, the children try to catch little fish in the "net," the fish being in the center of the room.

PHONICS—FOR BLACKBOARD DRILL

merry m erry

fish es f ish es

dish es d ish es

wish es w ish es

erry

*m erry

b erry

ch erry

f erry

sh erry

Review:

ow

sl ow

*sh ow

*b ow

*bl ow

*l ow

kn ow

Review:

ook

*l ook

t ook

*c ook

b ook

*sh ook

*br ook

im

*sw im

*l imb

*h im

r im

Review:

ill

*w ill

g ill

b ill

*st ill

f ill

dr ill

sp ill

*ery

*v ery

*ev ery

very

every

New Words not in Finger Play: show, slowly, swim.

The Fishes :

We are
merry little fishes.

We are playing
that we are
in the brook.



Here are our fins.

Our fins
fan the water.

We are floating
in the shallows.

Do you know how
to float?



Look at the little
fishes in the brook.

They know how
to float.

They will shōw you
how to float.

They will give you
lessons.

Now see us swim.

We swim this way
and that way.

We swim here
and there.

Our mouths are open.

We open our mouths
when we swim.

Our pretty bodies
are curving.

They are
curving and bending
like a bow.



Do you know how
to swim?

Look at
the little fishes
in the brook.

They know how
to swim.

They will show you
how to swim.

Sh! Here comes a man.

He has a fish-line.

Fishes, dart away!

Dart swiftly away.

Now we are hidden.

We are all hidden away.

He cannot see us.

Sh!



INSTRUCTIONS FOR PAGES 29-31

Ethics : We fish for food.

GAMES—DRAMATIC WORK

The fisherman and the fishes. The story will tell itself in action.

Three new words on the two pages : goes, silver, again.

go *

ill

goes *

w ill

t ill

silver *

sil v er s silver

Review Phonogram : ai.

b ai t

*w ai t ing

g ai n

*a g ai n (Teach correct pronunciation.)

*r ai n

gr ai n

p ai n

tr ai n

*s ai l ing

*f ai l ing

p ai l

*t ai l

New Phonogram : ake ā (name of letter a).

We have used a word containing this phonogram (*make*) in the first series.

āke

*t ake

*m ake

*w ake

c ake

l ake

fl ake

b ake

sn ake

INSTRUCTIONS FOR PAGES 29-31 (*Continued*)

Make comparisons of work thus far done with long sounds.

ā ake (from *make, take*)

ā ave (from *brave*)

ā ake

ī ike (from *like*)

ī ike

ī ive (from *hive*)

ī ine (from *line*)

ī ise (from *rise*)

ī ime (from *time*)

ake ave

ike ive

ake ike

ave ive

ine

ise

ime



The Boy :

I think
I shall go fishing.
Where is my fish-line?
Here it is.
And here is the hook.
There is a gay little fly
on the hook.
Where shall I fish?
This is a good brook.
I will fish here.

Here goes my line
into the water.

See the fishes dart away.

How swiftly they dart.

What clear water!

Here comes one.

Here comes
a little fish.

I will wait
till he comes
to my hook.

What a pretty body!

It looks like silver.

He is playing
around my hook.

Sh! Now he is
at my hook.

There! Out he comes.

How pretty!

What a merry
little fish!

See him play
around me.

He is a gay little fish.

Now he is still.

Why is he so still?

Go into the water again.

Go, play in the water.

Swim away, little fish.

But he cannot swim away.

Oh! poor little fish.

He will never play again.

He will never
be merry again.

INSTRUCTIONS FOR PAGES 32-35

Tell about the Chinese cormorants. The birds dive at command. Each wears a collar that prevents him from swallowing the fish he catches. See p. 339, David Starr Jordan's "Fishes" [Henry Holt].

Words : these, boat.

these the ξ ξ has the buzzing sound. the ξ e
boat b o a t (Compare *boat* and *float*.)

New Phonogram : oa oa p ē name of letter

oa d	*b oa t	s oa p	*m e
r oa d	*fl oa t	oa r	*w e
l oa d	g oa t	b oar d	*h e ese
t oa d	c oa t	h oar d	*sh e th ese
			*th e
			*the se

New Phonograms : oa, ēse.

If they are near a beach, the children may see the sea-gulls.

Kingfisher. See p. 57, "Four New York Boys" [Educational Pub. Co.].

PHONICS

New Words : other name name

an other near A silent *e* is at the end of this word. Let the children search for

*other *a, e, i, o, u.*

*m other We will call the letter *a* by its name.

*br other

*an other

Review : ea ā l ame

*n ear *Compare* : ame (name) *n ame bl ame

*y ear ime (time) s ame t ame

*d ear c ame g ame

f ear *Compare* : ake (make) ike (like)

h ear ame (name) ime (time)

ave (brave) ive (five)

New Phonograms : ame, other.



These are
fishing birds.

Have you
heard about
the fishing birds?

They are birds
that know how
to catch fish.

Do you see the men
in the boat?

The birds catch
the fishes for these men.

The men have given
the birds lessons.

They have given them
lessons in fishing.

The birds dart down
into the water.

They dart so swiftly
that they catch a fish.

The fishing bird
catches a fish
in his bill.

He does not
eat that fish.

He takes it
to the boat.

What a good bird!



Here is another bird
that goes fishing.

His name is kingfisher.

He knows how
to catch a fish.

He knows how
to eat one, too.

This is the way that
he goes fishing.

He flies to a tree
near the water.

He sits on a limb
that is over the water.

He sees a fish come
to the top.

Down he darts.

Soon he flies up again.

SAND PLAY

FAMILY PLAYS—PERSONATE FATHER AND MOTHER

Aquarium: If the teacher looks a little ahead, she can have the fish-hatching in the class-room. It is easily done with a pair of sticklebacks. These can be gotten from any aquarium dealer. The brilliancy which is peculiar to the father fish during the mating season in the early spring will repay the teacher for any trouble she may have to take, as it is a factor in awakening the interest of the pupils. The globe should be placed high enough to insure quiet to the fish family; yet not too high to prevent the children from watching the fish. Care must be taken to remove the female after the egg-laying, for, as a rule, the father becomes hostile to her.

If this aquarium work is not desired, the story may be carried out in sand play.

The names, Mr. and Mrs. Pumpkin-seed, will be caught up by the children.

NOTE. — "Pumpkin-seed" and "Bream" are the common names of the sunfish.

Two new words on this page; both are familiar from the lists.

Phonics: drop pond.

op	on
*dr op	*p on d
t op	f on d
st op	b on d
h op	
m op	
ch op	
sh op	

INSTRUCTIONS FOR PAGES 35 AND 36 (*Continued*)

Review : ame name n ame ā

āme

* n ame

c ame

s ame

sh ame

l ame

f ame

t ame

g ame

Compare : ame (name)

ime (time)

Compare : ake ike

ave ive

ame ime

Comparison in Form : ie

* bod ie s

* bird ie s

* brown ie s

* dais ie s

Words : drop, pond.

The fish is in his bill.

Then he waits for another.



THE STORY OF MR. AND MRS.
PUMPKIN-SEED

Two little sun fishes
lived in a pond.

The name of the sun fishes
was Pumpkin-seed.

The father
was Mr. Pumpkin-seed.

The mother
was Mrs. Pumpkin-seed.

They had pretty,
bright bodies.

A little drop
of red was near
one of the fins.

One day,
one fish said
to the other:

“Come,
let us make a nest.
Let us make a nest
in these weeds.”

So they made a nest.

They made it
out of sand.

It was an open nest.

Not far away
were other nests.

INSTRUCTIONS FOR PAGES 36-38

The nest of the sunfish is simply a flat or slightly hollowed place in the sand, often among water weeds. The fishes are careful to clean the sand, removing coarse pebbles in the mouth, and dropping them at a distance. They are social in their nesting habits.

New Word: eyes.

Teach as a sight word, by noticing the color of the eyes of the children, blue eyes, black eyes, brown eyes. Bright as the eyes of the children are, they are not so bright as the eyes of the little father fish when he is nesting.

New Phonogram: ight (from the familiar word *bright*).

			ight		
			<i>Review</i> : *br ight		father
<i>Review</i> : th			*n ight		mother
*th em			*m ight		brother
*th en			*l ight		sister
*th at	ese	<i>Compare</i> : ise (rise)	s ight		
*th is			f ight		
*th ey			t ight		
*th an	ake	ike			
*th ese	ave	ive			
	ame	ime			
		ine			
		ise	ese		

The fish has no eyelids. The sunfish sleeps poised in the water. His form indicates that he does not rest on the bottom.

New Phonogram: ile from the new word *while* ile

*wh ile f ile
p ile m ile

New Words: while, night (see list, ight, on the preceding page).

<i>Compare in review</i> :		ake	ike	
		ave	ive	
		ame	ime	
			ine	
			ile	
			ise	ese

They were the nests
of other sun fishes.

These sun fishes
were friends of
Mr. and Mrs. Pumpkin-seed.

They were all good friends.

By and by, some eggs
were in the nest.

They were fish-eggs.

All day long,
little Father Pumpkin-seed
looked at the fish-eggs.

His bright little eyes
were on the fish-eggs
all day long.

At night,
he never left his nest.

He floated in the water
all night long.

Sometimes
he would sleep.

But he looked
at the fish-eggs
while he was asleep.

His eyes were open
while he was asleep.

His two little eyes
were open all night long.

In the day-time
he darted about.

He darted here and there
in the water.

He would let nobody
go by.

He would let nobody
go by the nest.



PHONICS

Two words with familiar phonograms (in phonic lists):

wh is k ers

sh arp

Review :

ack	ar
* b ack	* sh ar p
* bl ack	* c ar p
cr ack	h ar p
p ack	ar m
t ack	* h ar m
s ack	* h ear t
wh ack	* h ear ty

New Words : whiskers, sharp.

Review : big ig; b it it
 ig * b it
 * b ig * s it
 d ig f it
 r ig l it
 f ig m it
 p ig p it
 fl it
 ch it

Review Phonogram : shine, sh ine
 (ine from line)

ine
 * l ine
 * sh ine
 m ine
 d ine
 f ine
 p ine
 w ine

Review Phonogram : ould from known words, would, could.

ould
 * w ould
 * c ould
 * sh ould

Review Phonogram : oa (name of letter o) developed from float, fl oa t.

oa
 * fl oa t
 * b oa t
 c oa t
 g oa t

New Words : shine, bit.



Well, one day
a big, old catfish
was in the pond.

He was floating
in the shallows.

The big old catfish
had whiskers.

He had long,
black whiskers.

He had thin,
sharp whiskers.

He was floating
by the nest.

What did little
Father Pumpkin-seed do?
Did he stay hidden?
Did he stay hidden
in the weeds?
Never! Not he!
He was a brave
little sun fish.
Out he darted.
Out he darted swiftly
at the big old catfish.
“What are you looking at?”
he said.
“Why do you come
so near my nest?
Go away!”
And the big old catfish
went away.

How pretty was
little Father Pumpkin-seed!

Oh! how pretty!

None of
the other fishes
in the pond
was so pretty.

His eyes were so bright.

You see
he was thinking.

He was thinking
of his little ones.

He was thinking
of his little ones
that would soon come
out of the fish-eggs.

He was thinking
of his baby fishes.

His bright little body
made the water bright.

The water was bright
around him.

He looked like a bit
of gold.

He looked like a bit
of the sunrise.

Well, one day,
some merry little fishes
were floating
in the shallows.



The merry little fishes
looked like pumpkin-seeds.

Then
little Father Pumpkin-seed
was happy.

INSTRUCTIONS FOR PAGES 43-47

The catfish uses his barbels to stir up the young in the nest, and as feelers to find his way. The presence of barbels indicates that a fish has its haunts in still water. He stirs up the mud with them, and seeks his food at the bottom.

The children are interested in the whiskers.

Review :

New Words : stood st ood root.

ood root oo

New Phonogram : ood.

*g ood oot

*st ood *r oot

*h ood b oot

*w oods h oot

Compare : ood and ould.

Also : ood and ook.

New Words : after
again

Familiar Phonograms (Review) :

af ter

*dr op

after

p op

h op

*af ter

t op

r af ter

st op

m op

cr op

ch op

sh op

Teach the word *again* through practical work, not by using phonics. Be careful of the pronunciation.

New Word : under

Familiar Phonograms :

un der under

un

th under

*s un

s under

s unny

bl under

*f un

*f unny

g un

p un

b un

B unny



THE BABY CATFISHES

Now I will tell you
about the baby
catfishes.

The big old catfish
had a nest, too.

It was in the roots
of a tree.

A tree stood
by the water.

It was an old tree.

One day, it fell over.

It fell into the water.

The big old catfish
made his nest in
the roots of this old tree.

There were
baby catfishes
in his nest.

He said
to the baby fishes:
“Little ones, stay here.

Do not leave the nest.

There are big fishes
with big mouths
in the water.

They would eat you up.”

Some of
the baby fishes
did not like
to stay in the nest.

They liked
to swim away.

What do you think
the big old catfish did?

He would dart
after them.

He would take
the baby fishes
in his mouth.

Back they would come
to the nest.

Then he would drop them
out of his mouth.

Down they would drop
into the nest.

None of
the baby fishes liked that.
They did not like
the long, black whiskers.
They did not like
the thin, sharp whiskers.
They did not
swim away again.



One day,
all the baby fishes
went out with the father.
The father was swimming
under the baby fishes
all the time.

STORY

Many of the ancient German castles had ponds for carp. Tell about the carp that used to be petted from generation to generation. It is said that carp increase in size as long as they live. Some of the fairy legends were connected with carp ponds.

PAPER CUTTING

One-piece paper cutting may be done for this story. Mottled pieces can be selected that will cut to advantage. The sand table and block-building may be used.

	Frieda	ie	<i>Comparison in form not in pho- nics.</i>
		*brown ie	
		*bird ie	
		*dogg ie	
		*Will ie	
		Fr ie da	
	no		
*noble no ble	*no one		
castle c as tle	*no body		
	*no thing		
	*no ble		

Words : Frieda and castle are needed only for this story.

Review :

birth day b ir th	ir	er
ir	er	*s il v er
*b ir th	ur	
*b ir d		
f ir		ur
f ir st		f ur
*g ir l		
wh ir l		

ev
 *seven s ev en
 *h eav en
 *ev er
 *n ev er
 *ev er y

Words : birthday, seven.

Separate the *ev* from the other parts of the words.

Do not refer to the silent *e* at present.

The baby fishes
were swimming around
and around the father.

None of
the baby fishes
left the father.

They were all good.

You see
he had given them
lessons.

He had given them
lessons in swimming.

He had given them
another lesson, too.

What was the other
lesson?

Can you think?

FRIEDA AND HER PET FISHES



Long, long ago,
there lived
a little girl.

Her name was Frieda.

Frieda was
a pretty little girl
with blue eyes.

She lived in
this old castle.

Her father was rich.

He was a noble-man.

Do you see the pond
by the castle?

Frieda loved to play
by this pond.

There were fishes
in the pond.

Some of the fishes
were Frieda's.

They were given her
on her birthday.

She was
seven years old.

The fishes
were called carp.

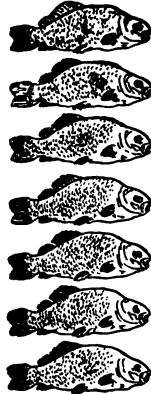
They looked like
silver.

How Frieda loved
the carp!

They were
her play-fellows.

I think the carp
loved Frieda.

She loved to feed
her play-fellows.



She would call them.

She would call them
by name.

She would go to
the pond and call:

“Come here, Brighty.

Where are you, Silver-tail?



Come here, Little-fin.

Come and play.”

Soon, two or three
big fishes
would rise.

They would rise
to the top of the water.

They would swim to her.

Then little Frieda
would kneel by the pond.

The carp would feed
out of her hand.

They would let her
pat them on the back.

Little-fin would dart
and play.

Little-fin was young.

Her grandfather said
that Little-fin was young.

Frieda loved to play
with Little-fin.

One day
her grandfather
said to her:

“Frieda, the carp
are old fishes.

They are older
than I am.



When I was
a little boy,
I played with the carp.

My grandfather
played with
some of the carp.

He played with
Brighty and Silver-tail,
when he was
a little fellow.

I have never heard
how old they are.

They are older than
Little-fin.

Little-fin is young.

Little-fin is only
one hundred years
old."

REVIEW PHONOGRAMS

	ee	and	at
*f ee d	*kneel kn ee l	h and	*p at
h ee d	f ee l	*s and	*c at
d ee d	h ee l	b and	*th at
bl ee d	p ee l	st and	s at
sp ee d	r ee l	l and	r at
r ee d		*gr and	*f at
*s ee d			b at
			h at

New Words: kneel, pat.

REVIEW PHONOGRAMS

		ō	ung
*hundred h un dr ed	*than th an	*only *yō	ung
	*c an		s ung
	*m an		r ung
	p an		h ung
	*f an		st ung
	*r an		

Let the children count up to one hundred.

New Words: hundred, than, only.

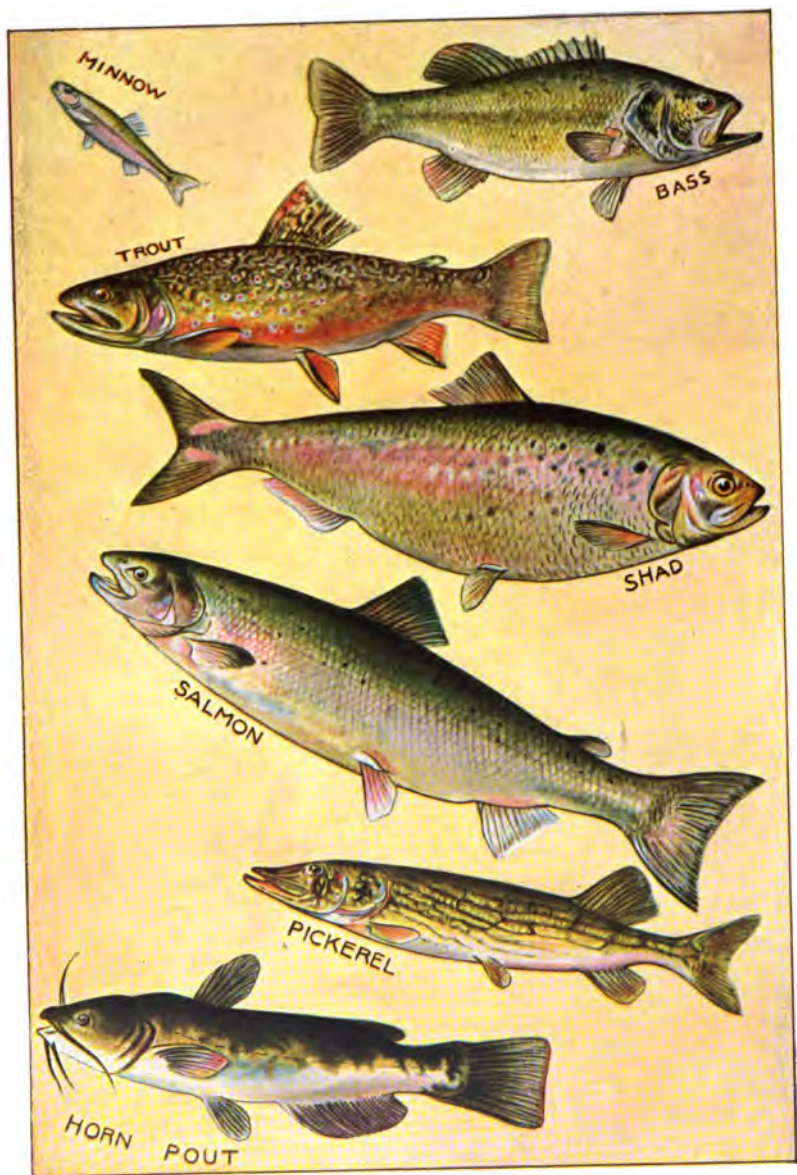
NOTE. — *Aquarium Work:* Directions for this work have preceded this lesson. The goldfish kept in the aquarium are a species of carp called "Golden Carp." The children, therefore, will have in class a veritable "carp pond," and may easily make their fishes friendly and tame as were Frieda's fishes.

NATURE LESSON

Different types of fishes ; use to man, not only as food

The object of this lesson is to illustrate to the children the difference in form, and especially the beauty, of fishes. The forms indicate the habits. For instance, the flattened fishes seek the bottom ; fishes of the form of sunfishes keep suspended in the water ; fishes with long, slim bodies are fitted for swiftness. The whips and spines are for defence. Some fishes can escape their enemies by flight. Others fight. Fish feed differently. Fish breathe by different apparatus, the shark having slits in the place of the gills. The tail differs. Many fish are very beautiful.

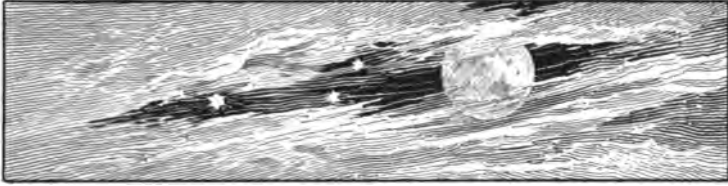
Study does not hurt a teacher for the preparation of the simplest lesson. There are many finely written books on this subject, which will aid the teacher in selecting a simple lesson that will lead to sentence work.





Here are some sail-boats.
They are fishing-boats.
How pretty the sails look!
They look like silver.
They shine
 under the silver moon.
They are silver sails.
See the rolling waters.
The waters are rolling
 over and over.
The boats are rolling too.

The boats go over
the rolling waters.
Father is on the boat.
He likes to be
on the rolling sea.
Father is looking
at the rolling waters.



The men on the boat
are all looking
at the west.
They are looking
at the western sea.
They are saying:
“Look !
The west is not bright.

The west is not red.
It may be a stormy night.
Take down the sails!"



Then all
take hold.
They sing a song.
They call the sail
"the man."
This is the song
they sing:

"Oh, where are you going,
my pretty boat?

We will bring
the man down.

Oh, where are you going,
my pretty boat?

Oh, give us the time
to bring the man down."

INSTRUCTIONS FOR PAGES 57 AND 58 (*Continued*)

Rearrange linear phonic table for chart.

i
ibe
ide
ife
ike
ile
ime
ine
ipe
ire
ise
ite
ive

SWEET AND LOW

Sweet and low,
Sweet and low,
Wind of
the western sea,
Low, low,
Breathe and blow,



Wind of the
western sea!

Over the rolling
waters go,

Come from the dying
moon, and blow,

Blow him again to me;

While my little one,

While my pretty one
sleeps.



Sleep and rest,
Sleep and rest,
Father will come
to thee soon;
Rest, rest,
on mother's breast,
Father will come
to thee soon.

Father will come
to his babe
in the nest,
Silver sails all
out of the west,
Under the silver moon;
Sleep, my little one,
Sleep, my pretty one,
sleep.

— ALFRED TENNYSON.

SUMMARY NO. 3

SUMMARY OF WORDS, PAGES 1-58

after	drop	kneel	pumpkin	swim
again	dying	lay	rich	tail
birthday	eyes	love	roll ing	than
bit	father	merry	root	these
boat	fell	mouth	sea	through
bow	fellow	name	seven	trout
bright	fins	near .	shallow	try ing
but	fish es	never	sharp	under
carp	float ed ing	night	shine	wait ing
clear	friend s	noble	ship	water
cloud y s	goes	nothing	show	west ern
could	gold	only	silver	while
cruel	grand	other another	stood	whiskers
curving	hand	pat	storm y	would
dart ed ing	hold	pond	story	year
deep	hundred	pretty	swift ly	young

SUMMARY OF PHONIC WORK, PAGES 1-58

CHART

Linear Table

Square Phonic Table (developed from linear tables)

ā	ă	ă	ě	ī	ō	ũ
ē	ě	ab	eb	ib	ob	ub
ī	ī	ac k	ec k	ic k	oc k	uc k
ō	ō	ad	ed	id	od	ud
ū	ū	af	ef	if	of	uf
		ag	eg	ig	og	ug
		al	el	il	ol	ul
		am	em	im	om	um
		an	en	in	on	un
		ap	ep	ip	op	up
		as	es	is	os	us
		at	et	it	ot	ut
		ang	eng	ing	ong	ung
		ank	enk	ink	onk	unk
		ash	esh	ish	osh	ush

CHART

Linear Tables

				ā	ī	ē
sc	br	ber	bl e	ake	ike	
sp	cr	ker	cl e	ame	ime	
st	dr	der	dl e	ave	ive	
scr	fr	fer	fl e		ide	
spr	gr	ger	gl e		ife	
str		ler			ile	
sm		mer			ine	
sn		ner			ipe	
	pr	per	pl e		ise	ese
		ser	sle		ite	
	tr	ter	tle			
		ver				

CARDS AND CHART

ou	ai	ēw	ea	er	or	th	ould	oa	a	y
ow	ay	ew	ie	ir	ar	th	ood	old	all	ȳ
ōw	ey	oo	ee	ur		sh	ook			ight
						ch				
						wh				

NOTE. — Review for some minutes daily a part of phonic list, card, and chart. Review daily by card and chart some part of word list.

BUSY WORK. — Let writing accompany phonic and word work.

1. By selecting daily some phonogram, and letting the children precede this phonogram by letters of the alphabet, thus: precede ick by s, w, l, t, p.

2. By preceding one of the linear tables with letters of the alphabet, the teacher selecting, thus: precede by r, ag, at, an, ane ap. Use this as busy work for group work.

THE DOG AND THE CAT

Our Four-footed Friends

Have a dog or a cat visit the class-room.

The children are fully acquainted with the main features : how fast the dog runs, and how high he can leap. He bites when angry. The cat can climb ; she can also run and creep on her cushioned paws.

Have the children notice the eyes of the animals ; their intelligence ; their food and habits ; their warm bodies covered with hair.

Both the dog and the cat are friends of man when he is kind, but both have savage relatives and savage instincts.

Comparison may be made with the previous work. The children know that the insects have wings, six little feet, etc. ; that the fishes have no feet, but have fins to help them move about. The bodies of fishes are cold and covered with scales. Their home is in the water. The birds have warm bodies ; wings and feathers and two feet only. They have hard bills and can sing. Their home is generally in the air.

The purpose of the nature lessons is not the giving of information, but the bringing to the child the knowledge of his personal relations with the outside world, and a love for all living creatures.



FINGER PLAY.

GEORGE W. GARTLAN.

The first system of musical notation consists of a grand staff with a treble and bass clef. The key signature has one sharp (F#) and the time signature is 4/4. The melody in the treble clef starts with a quarter note G4, followed by eighth notes A4-B4, a quarter note C5, a quarter rest, a quarter note D5, and a quarter note E5. The bass line starts with a quarter note G3, followed by eighth notes A3-B3, a quarter note C4, a quarter note D4, and a quarter note E4. The letters A, B, and C are placed below the first, second, and third measures of the bass line respectively.

The second system of musical notation continues the piece. The treble clef melody starts with a quarter rest, followed by quarter notes G4, A4, B4, C5, D5, E5, and F#5. The bass line starts with a quarter note G3, followed by quarter notes A3, B3, C4, D4, E4, and F#4. The lyrics "When a mer-ry lit-tle dog Meets a" are written above the treble clef staff.

The third system of musical notation continues the piece. The treble clef melody starts with a quarter note G4, followed by quarter notes A4, B4, C5, D5, E5, and F#5. The bass line starts with a quarter note G3, followed by quarter notes A3, B3, C4, D4, E4, and F#4. The lyrics "kit-ten gray, Bow-woo-woo, says he; Should her" are written below the treble clef staff.

A — represents theme of cat.
 B — represents theme of dog.
 C — running away together, dog after the cat.

back go up, It would end the fun, Both to-gether then a -

The first system of the musical score is in D major (two sharps). The vocal line (treble clef) begins with a half note D4, followed by quarter notes E4, F#4, G4, A4, B4, C5, and D5. The piano accompaniment (grand staff) features a right hand with chords and a left hand with a simple bass line. The lyrics "back go up, It would end the fun, Both to-gether then a -" are written below the vocal line.

way they run! And Me-ow - oo - oo says she. Says the

The second system continues the musical score in D major. The vocal line (treble clef) starts with a half note D4, followed by quarter notes E4, F#4, G4, A4, B4, C5, and D5. The piano accompaniment (grand staff) continues with chords and a bass line. The lyrics "way they run! And Me-ow - oo - oo says she. Says the" are written below the vocal line.

Bow-woo-woo to the Me-ow - oo - oo What a

D

ver - y fun - ny thing to do. Says the

D — The two voices represent cat and dog.
The running accompaniment in left hand represents the quarrel.

Bow-wo-woo to the Me-ow - oo - oo What a

The first system of music consists of a vocal line and piano accompaniment. The key signature is D major (two sharps). The vocal line is on a single staff with a treble clef, containing two measures of music. The piano accompaniment is on two staves (treble and bass clefs) grouped by a brace, also containing two measures. The lyrics 'Bow-wo-woo to the Me-ow - oo - oo What a' are written below the vocal staff.

ver - y fun - ny thing to do - oo - oo.

The second system of music continues the vocal line and piano accompaniment. It also consists of a vocal line on a single staff and piano accompaniment on two staves. The key signature remains D major. The lyrics 'ver - y fun - ny thing to do - oo - oo.' are written below the vocal staff. The system concludes with a double bar line.

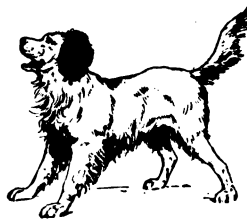
THE BOW-WOO AND THE MEOW-OO



When a merry little dog
Meets a kitten gray,



“Bow-woo-woo,”
says he.



Should her back go up,

It would end the fun;

Both together

then away they run,—



And “Meow-oo-oo,” says she.



Says the Bow-woo-woo

To the Meow-oo-oo,

“What a very
funny thing to do!”

FINGER PLAY—THE BOW-WOO AND THE MEOW-OO

(The words in the finger play are brought to the syllable *oo* for the sake of the tone practice.)

Finger Play:

1. The merry little dog meets the kitten. — *Wrist movement; the hands nod to each other.*

2. Then the kitten's back goes up and they run away. — *Wrist movement to represent the running in opposite directions, i.e. shake hands at the wrists.*

3. The barking and the meowing. — *Finger movement, the thumbs and little fingers work toward one another.*

4. *Ethics*: The advantage of receiving a greeting in a friendly spirit.

WORD WORK

The children select from the finger play on the chart, familiar words:

merry	her	then	and
little	back	they	what
says	go	play	thing
he	up	would	to
she	it	away	do
the			

Words from the phonic lists developed during the previous reading:

dog	og	
funny	un	y
should	ould	
kitten	it	
meet	ee	
gray	ay	gr

There is no new phonogram used in this finger play, but three words should be specially considered:

very	ery (studied in connection with <i>merry</i>)	long, very long.
both	b o th	
together	to g eth er	

INSTRUCTIONS FOR PAGE 64 (*Continued*)

Two children may do a certain action, sing, run, write.

1. Both do, but not together.
2. Both together.

Study *very* also in connection with *every*.

every

ever

(Add *y*) ever y

(Put *n* before *ever*) never

every

(Take off *y*) ever

(Take off *e*) very

REPRODUCTION IN PROSE OF THE FINGER PLAY

The children may turn the rhymes into little stories of their own.

They may reproduce in prose the poetry gems.

Ethical Work : The strong should protect the weak.

Incident : Crowd of boys after one boy or after an animal.

Word Study : Before any page of the reading series is taken up, follow the plans which have been given for the acquirement of the words and phrases of the finger play.

Words from finger play : *together, dog, kitten.*

PHONICS

Study the word *name*.

There is a silent *e* at the end. Look for *a, e, i, o, u* in the word. We find an *a*. We will call it by its name, *ā*.

"Sound" the words, *nāme, tāke, pāle, māde, fāce.*

Development of the Linear Table ā

ā		ā		ā		ā	
ake		ame		ale		ade	
t ake	ake	* n ame	ame	p ale	ale	* m ade	ade
* m ake		* s ame	ake	t ale	ame	f ade	ale
* w ake		* g ame		s ale	ake	sh ade	ame
sh ake		t ame		m ale		w ade	ake
açe		ane		ape		are	
* f ace	ace	m ane	ane	sh ape	ape	c are	are
l ace	ade	c ane	ace	t ape	ane	d are	ape
r ace	ale	l ane	ade	c ape	ace	sh are	ane
* pl ace	ame	p ane	ale	gr ape	ade	f are	ace
	ake		ame		ale		ade
			ake		ame		ale
					ake		ame
							ake

INSTRUCTIONS FOR PAGE 65 (*Continued*)

Linear Table

\bar{a}		\bar{a}	
age		ave	
r age	age	* br ave	ave
st age	are	s ave	age
p age	ape	c ave	are
	ane	p ave	ape
	ace	w ave	ane
	ade		ace
	ale		ade
	ame		ale
	ake		ame
			ake



“Meow! Go away!

Let me alone.”

“Bow-woo-woo!

Run; or we will
make you run!”

Well! What do you
think of that?

Three dogs
after one kitten!

Three dogs together
after one kitten!

Would you call that
brave?

Would you boys call
these dogs brave?

Some dogs are
noble-looking.

Do you think that
these dogs look noble?

THE BOW-WOO-WOO AND THE
MEOW-OO-OO

A merry little dog
and a kitten
were always together.

They had a good time
together.

INSTRUCTIONS FOR PAGES 66-69

The children should make their own oral compositions on the finger play.

Topic : The colors of dogs and cats.

New Word : always (familiar phonograms).

Review :

ay	ow
*gr ay	*br ow n
*w ay	*d ow n
*al way s	d ow n ward
*s ay	cr ow n
*d ay	cl ow n
*m ay	t ow n
tr ay	cr ow d
*st ay	*p ow d er
*pl ay	

Sight Phrase : always together.

What is a gentleman ?

New Word : gentleman. gentle man g en tle

*fun	f un	*but	b ut
*run	r un	cut	c ut
*sun	s un	hut	h ut
gun	g un	rut	r ut
pun	p un	shut	sh ut
bun	b un		

Sight Phrase : always a gentleman.

The name of the dog
was Doggie.

The name of the kitten
was Kitty.

Doggie was
brown and black.

Kitty was all gray.
She had long whiskers.

“ Bow-woo-woo !
Kitty, come out !
Come out
and play with me.”

Then Doggie would run
after Kitty.

Away they would go,
round and around
the house.

Away they would go !



Doggie was always
a gentleman.

He was a gentleman
in play.

He would run after
Kitty in fun.

Kitty liked the fun.

Pretty soon, Kitty
would run up a tree.

Then Doggie would
try to go up.

Do you see him
under the tree?

He is looking up
at Kitty.

“Bow-woo-woo!”

“Meow-oo-oo!”

That was the way
they said, “Good-by!”

They would say it
both together.

Then Doggie would
go to sleep.

But he would
always sleep
with one eye open.

He would always
sleep with one eye
open on Kitty.



ETHICAL WORK

The large boy who fights or torments a little one is usually a coward.
Large dogs are often very generous in their conduct toward little ones,
whether these are other animals or children.

New Words: kind, once.

New Phonogram: ind. kind k ind; *ind* may be *ind* or *ind*.

 ind ind (usually)

*w ind *k ind

 f ind

 b ind

 m ind

 r ind

 w ind

 gr ind

 bl ind

Once means "one time."

*one

*once

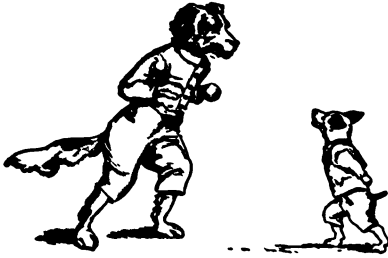
Review: ould

*c ould

*w ould

*sh ould

DOG AND DOGGIE



Doggie was once
playing with
a big dog.

They were friends.

They played together
a long time.

Then the big dog said:

“Doggie, that will do.

I should like
to go to sleep.

Run away now.”

But Doggie would not
run away.

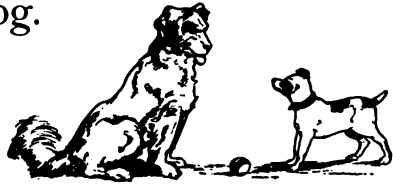
He would not let
him alone.

He would get on
the big dog's back.

Then he would run
after his tail.

He would run
round and around
the big dog.

He would not
be still.



The big dog could
not sleep at all.

“Well, well!”
said the big dog.

“He is but a little
fellow.

I will be kind.

By and by,
he will run away.

After a while,
he will let me alone.”

INSTRUCTIONS FOR PAGES 72-78

No new phonograms.

New Word: better.

better b et~~ter~~ b ett er
 et
 *b et ter
 *l et ter
 s et
 m et
 g et
 *p et
 w et

New Words: any, fat.

any		
m any		
*fat	f at	in ung
*c at		*th in s ung
r at		*f in h ung
s at		p in *yø ung
ch at		s in
*p at		w in
h at		
m at		
*th at		
fl at		

ea

New Word: mean.

m ea n
 b ea n
 l ea n
 m ea l
 *st ea l
 d ea l
 h ea l
 r ea l

I WILL WAIT



I once heard
a good story
about a cat.

She was under a tree.

She was hidden
in the weeds.

The cat was looking
up at a nest.

It was the nest
of a robin red-breast.

Four blue eggs
were in the nest.

The cat had seen
the four blue eggs.

For she had come
down the tree.

“ Meow ! ” said the cat.

“ There are four blue eggs
in that nest.

I will eat the eggs.

No ! By and by
there will be young birds.

Eggs are good.

But young birds are better.
I will wait.”

So she waited.

One day the cat was again
under the tree.

She heard the song
of a robin.

She looked up.

A robin red-breast
flew out of
the nest.

“ Meow,” said the cat.

“ The young birds
are out of
the eggs.

I will eat
the young birds.”

The cat went up
the tree.

She peeped
into the nest.

She looked
at the young birds.

Oh! how thin!

How very thin
they were!

The cat had never
seen anything so thin!

“Meow!” said the cat.

“Here comes
the mother-bird.

She will
feed them.

I will go down
the tree.



By and by
the young birds
will be fat.

Thin birds are good.

But fat birds
are better.

I will wait.

I will wait
a little longer.”

So she waited.

Day after day,
the cat was creeping
about the tree.

She was creeping
and looking up
at the nest.

She was hidden
in the weeds.

The old birds were
flying around.

She heard the little
birds peeping.

She was very happy.

“Meow!” said the cat.

“How fat
they will soon be.

Here comes
the father-bird.

See the fly
in his bill.

The young birds
will soon
be good to eat.

I will wait.

I will wait
a little longer.”

SO SHE WAITED.

Well, one day,
the cat said :

“ The young birds
are now fat.

The young birds
are now good.

I will not wait
any longer.

I will now eat
the young birds!”

So she went up
the tree.

She peeped
into the nest.



In the nest was —
NOBODY.

“How mean,”
said the cat.

“Meow! Meow!
Meow-oo-oo!”

INSTRUCTIONS FOR PAGES 79 AND 80

ETHICAL WORK

Care of pets. Class may have one for a short time for illustration.

New Words : lady, saw.

* lady l ā dy What is a lady?

saw s aw

aw

* s aw

r aw

dr aw

cl aw

fl aw

c aw

p aw

ea

* ea t

m ea t

* m ea n

ight

* n ight

s ight

f ight

* l ight

* br ight

Review

et

* p et

s et

* l et

b et

m et

w et

* g et

New Phonogram : aw.



THE CAT AND THE BIRD

A lady had a pet bird.

She had a pet cat, too.

The bird and the cat
were friends.

The lady let the bird fly.

She let it fly
around the room.

One day, the bird
flew down by the cat.

Then the lady saw
the cat creeping.

She was creeping
to the bird.

Her eyes were bright.

Her eyes were on the bird.

The lady could not get
to the cat in time.

The bird was in
the cat's mouth.

"Oh, you cruel cat!"
said the lady.

"Would you eat
our little bird?"

The cat did not mean
to eat the bird.

She was trying to be kind.

Another cat had come
into the room!

INSTRUCTIONS FOR PAGES 81-86

The catbird is a dark slate-gray. There is a chestnut patch on the under side of his body. His note has the sound of a cat's cry, but he has also a wonderful gift of imitation and has a song that is well worth listening to. His delightful song is unfortunately broken in upon, from time to time, by the cat-cry. The catbird is cousin to the robin.

The linnet is one of our beautiful singers. The song of this little bird has been described by Burroughs as a song of ecstasy. In Europe this little bird is caged for its song.

New Words : wonderful, voice.

New Phonogram : ful wonderful won der ful

Children recognize *der*; tell them about the *ful*; the first syllable belongs to the exceptions.

Review :

* won der ful	end
aw ful	* b end
* th ank ful	* s end
gr ace ful	* fri end
lap ful	l end
c are ful	m end
beau ti ful	t end
* voice v oi çe oi	

New Phonograms : oi, ç *Compare with oy in boy, toy.*

oi		
oi l	oi	
t oi l	v oi çe	ç like s.
b oi l		
br oi l		
s oi l		
	oi	ful

INSTRUCTIONS FOR PAGES 81-86 (Continued)

New Word: face f ace ç. *Compare with s.*

ace

Compare: face f ä ç face ç

*f ace

v oi ç voice

l ace

*pl ace

r ace

linhet l in n et

tr ace

gr ace

gr ace ful

New Word: daisies (familiar phonograms).

dais y dais ie s d ai sy d ai s ie s

Notice the change in form :

*body bodies

*daisy daisies

*birdie birdies

*brownie brownies

THE STORY OF THE CATBIRD

Did you ever see
a catbird?

He is a gray bird
with black feet and bill.

You may see him
sitting still on
a tree.

There is a good story
about him.

He was once a gay bird.

He was once very pretty.



He was like a robin.

He had a bright
red breast.

But none of the other
birds liked him.

He would never let
any other bird sing.

Once, all the birds flew
to the king of birds.

They said to him:

“O King!

Send the catbird
far away.

No one likes him;
and he likes nobody.

He will never let
any other bird sing.

He thinks
he sings better
than any other bird.

He thinks he has
a wonderful voice.

It is mi-ew, me-ow,
all day long.

Send the fellow away.”



But the king of birds
said:

“No. Wait a little.
Leave him alone.

It is better to have
nothing to do
with him.”

The catbird heard
what the king said.
He flew away and hid
in a tree.

He hid his fāce.

He hid his face
under his wing.

He would not look up.

He could not eat.

He was left all alone.

How could he ever
sing again?

Oh! how could he live?

His bright red breast
was red
no longer.

It was gray.

The other birds flew by.

One little bird
looked at him—
one little bit of a bird.

That was the linnet.

The linnet said: ✧ - 4 2 ✧

“Poor bird!
poor old catbird!
I will go to him.”

The linnet flew
to the tree-top.
She looked down
on the catbird.
He was gray.
His face was hidden
under his wing.



All at once,
the catbird heard
a low, sweet song.
Oh, how sweet!
It went up, up,
into the blue sky.
It was all around him.

Where was he?

Was he a little bird
again?

Was he in the old nest?

Was the wing
of the mother-bird
over him?

This was the song
that he heard.

This was the song
of the linnet:

“Poor catbird!

Look up and be brave.

See the blue sky.

See the bright flowers.

Here is a singing brook.

There are daisies.

You can be happy again.

INSTRUCTIONS FOR PAGES 87 AND 88

PHONICS

Development of the Linear Table of ō

Word: alone, ōne.

ōne	ōme	ōde
*a l one one	h ome one	r ode ode
b one	d ome ome	m ode ome
st one	gn ome	n ode one
ōle	ōte	ōse
*h ole ole	n ote ote	*r ose ose
m ole ode	m ote ole	n ose ote
st ole ome	y r ote ode	ch ose ole
p ole one	ome	ode
	one	ome
		one

Linear Table of ō

ope	ope
*h ope	oke
sl ope	ose
p ope	ote
	ole
	ode
	ome
	one

This table has developed the new word *hope*, *h ope*.

Also the word *rose*, *r ose*, which will be used in the succeeding rhyme.

New Word: hope (developed above).

You can be happy alone.
Be kind and good.
Try to love others,
and they will love you.
Poor friend!
Look up and hope!"

Then the catbird
peeped out.
He peeped out from
under his wing.
The linnet flew away:
The catbird
was left alone.
But he was happy.
The linnet's song
was with him—
the linnet's
song of hope.

The catbird
would never sing
his old songs again.

He sings little bits
of the songs of other birds.

His song is made of
the sweet songs of others.

Sometimes he sings
mi-ew, me-ow.

Sometimes he sings
the linnet's song.

There is one little
bright spot
on the catbird.

It is hidden
under the body.

That one bright spot
was left there by
the linnet's song of hope.

INSTRUCTIONS FOR PAGES 89-93

There are two important ethical points connected with this story :

The preservation of the song-birds and the preservation of our beautiful wild flowers and trees. When a section of country is deforested, the water courses are affected.

READING TO PUPILS

Many beautiful thoughts about trees and flowers and birds may be found in the literature of our language.

place pl ace pl a çē This word has just been developed in the recent linear table of ā.

New Word: plaçe. *Review*: onçe. The same ç is found in both words.

ç
ace
one * f ace
Review: onçe one time (insert ç) * pl ace
r ace
l ace

<i>New Words</i> : green	drink	plant
th ank * ä	* dr ink	pl an t
th ink * ĩ	ink	* pl ant
dr ank ä	dr ink	* ant
dr ink * ĩ	s ink	sc ant
s ank ä	l ink	sc anty
s ink ĩ	m ink	sh anty
s unk ũ	p ink	
dr unk ũ	w ink	
	r ink	
	ch ink	

(Familiar phonogram)

ee
* w ee d
* s ee d
s ee n
* gr ee n

Review: live*
give*

A PLACE WITHOUT BIRDS

I once heard of a place
without birds.

There were no birds
to sing.

Never one sweet song.

It was still
in that place. .

It was always still.

Once there were flowers.

Pretty, bright flowers.

But some little weeds
were with the flowers.

Some little, little weeds.

And weeds have seeds.

There were no birds
to eat the seeds.



The weeds were soon
as big as trees.
So they tell me.

Then no pretty flower
could live.
Never one pretty flower.
It was gray
in that place.
It was always gray.

Once there were trees.
Big, green trees.
But some little beetles
were on the trees.
Some little, little beetles.
There were no birds
to eat the beetles.
The beetles were soon
as big as birds.
So they tell me.

Then no good plant
could live.

Never one good plant.

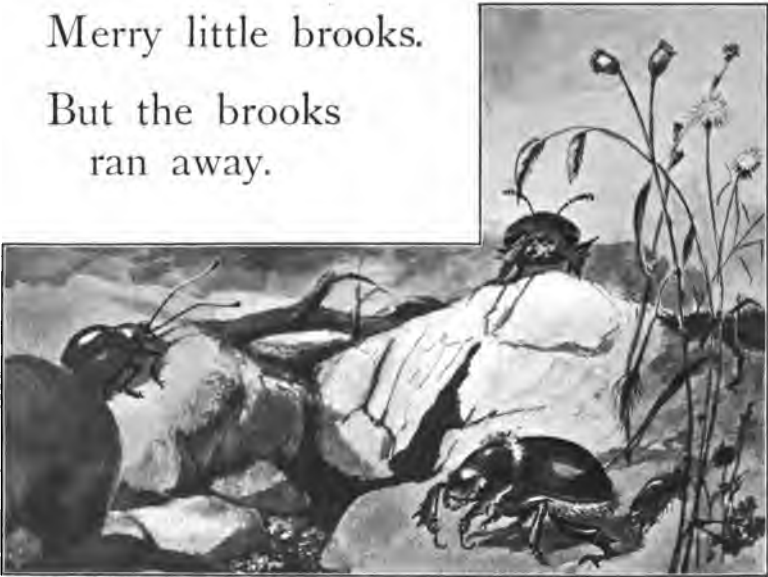
There was
nothing to eat
in that place.

Nothing to eat.

Once there were brooks.

Merry little brooks.

But the brooks
ran away.





There were
no green trees
by the brooks.

And the water
ran away.

There was
no water to drink
in that place.

No water to drink.

No bright birds.

No pretty flowers.

No green trees.

No merry little brooks.

Nothing to eat.

No water to drink.

Then the fathers ran away.

And the mothers ran away.

And the boys ran away.

There was nobody
to play in that place.
Nobody to play.

Once there were birds
in that place.

Sweet singing birds!
And once, some girls
were there, too.

Pretty, young girls.
But they all
would have wings!
Then no bright bird
could live!
So they tell me.



NATURE LESSONS

Development from dog and cat to the other common friends of man included in the domestic animals.

Animals work for man. How faithful and loving they are. How little they ask from man. And alas ! how little they receive, because of his ingratitude.

Use sentence blackboard work for expression of this thought.



THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES
 FROM THE FIRST SETTLEMENTS TO THE PRESENT TIME
 BY J. W. FULTON, LL.D., OF HARVARD UNIVERSITY
 AND
 J. A. COOPER, LL.D., OF HARVARD UNIVERSITY
 NEW YORK: PUBLISHED BY J. W. FULTON, 1871.

THE HISTORY OF THE UNITED STATES

THE HISTORY OF THE UNITED STATES

1871	1872	1873
1874	1875	1876
1877	1878	1879
1880	1881	1882
1883	1884	1885
1886	1887	1888
1889	1890	1891
1892	1893	1894
1895	1896	1897
1898	1899	1900

THE HISTORY OF THE UNITED STATES

1871	1872
1873	1874
1875	1876
1877	1878
1879	1880
1881	1882
1883	1884
1885	1886
1887	1888
1889	1890
1891	1892
1893	1894
1895	1896
1897	1898
1899	1900



A man had a flock
of lambs.

The lambs were
in the fold.

One day, the door
of the fold was open.

The lambs ran out.

The man went to look
for them.

He walked a long time.

Not one lamb
could he see.

His good old dog
was with him.

He said to his dog:

“Go look for the lambs.”

Away went the dog.

The man waited.

The dog did not
come back.

The night was stormy.

The man loved his dog;
and he said:

“I will wait
a little longer.

I can always trust
my good old dog.”

He called him.

But the dog
did not come.

It was a very stormy night.

“Oh!” said the man.

“My lambs can never
live through
this stormy night.

They are all alone.

I shall never see
my lambs again.

I shall never see
my good old dog again.”

At sunrise, the man
went out to look
for his lambs.

He found his flock
of lambs.

They were not far away.

The dog was with them.

All the lambs
were together.

All night long,
the dog had walked
around the flock.

All night long
he had said
to the lambs:

“Bow-woo-woo!
Stay here!

Do not go away.
Stay all together.
Stay with me.

I shall show you
the way to the fold.”

How happy the man was
to see his little lambs
again.

And oh! how he loved
his good old dog:

INSTRUCTIONS FOR PAGES 99 AND 100

MEMORY GEM—THREE COMPANIONS

Method of Memorizing

The work with this poem is different from that connected with the other memory gems.

The series of reading lessons has led up to the thoughts connected with this poem. In the preceding gems, the children were acquainted with every word before reaching the poems. These were therefore but another form of reading lessons, but ones to be kept in memory, and not used for practice work alone.

In this poem certain rather difficult words occur, which are not worth our while to teach now, except as a part of the memory rhythm of the poem. Do not drill on these words: *companions*, *'neath*, *courage*, *slave*, *protects*, *rather*.

Method: Have a written chart. Let the children first select from the poem all the words which they know. Then let them read the simple lines disconnectedly, for word practice and thought practice. For instance: "Baby and dog and I;" "Baby's a little lady;" "Dog is a gentleman brave;" "I'd rather be a kind doggie;" "We go on our walk together;" "If he had two legs as you have;" etc., till the children have done all the work of which they are capable without spoiling the pleasure of the poem. This may be blackboard work. Then let the teacher read the whole poem to the children so that they may understand and enjoy it. The children will soon adopt the strange words and memorize the poem intelligently, without any explanations by the teacher.

Use all memory gems for expression work.

THREE COMPANIONS

We go on our walk
together—

Baby and dog and I—

Three little merry
companions,

'Neath any sort
of sky.

Blue as our
baby's eyes are,

Gray like our
old dog's tail;

Be it windy or cloudy
or stormy,

Our courage will
never fail.



Baby's a little
lady;

Dog is a gentleman
brave;

If he had two legs
as you have,

He'd kneel to her
like a slave.

As it is,
he loves
and protects her,

As dog and gentleman
can.

I'd rather be
a kind doggie,

I think,
than a cruel man.

— DINAH MULOCK CRAIK.

SUMMARY NO. 4

SUMMARY OF WORDS, PAGES 59-100

Following Dog and Cat Finger Play Work

always	face	lady	saw
any	fat	lamb s	send
better	fold	linnet	should
both	funny	mean	spot
daisies	gentleman	once	tell
dog	gray	place	together
drink	green	plant	trust
end	hope	pet	very
	kind	ran	voice
	kitten	run	walked
			wonderful

SUMMARY OF PHONICS

In addition to full summary following the work on "Fishes," we have here :

<i>Linear Table of</i> ā	ō	ind
abe	obe	aw
ace	oke	ful
ade	ode	oi
afe	ofe	ç
age	oge	
ale	ole	
ame	ome	
ane	one	
ape	ope	
ate	ote	
ave	ove	

NATURE LESSONS—SEEDS AND FRUITS

Sentence Reading Lessons, Blackboard, or Leaflet

It is very easy to obtain seeds and fruits for this study.

Protection: Planting. How the little plant in the seed is protected.

The seed is in the inside of the fruit ; the plant is inside of the seed.

When the plant is very young, it lives on the material of the seed, but sooner or later it will seek the ground.

Seeds have different ways of being carried to the ground :

The thistles and dandelions have seeds with feathers ; the maple fruit has wings.

Some seeds have hooks by which they cling to the garments of people, or to the hair of animals ; birds carry many seeds, as do also cows and horses.

Some seeds spring out of pods. The snow carries seeds to a distance, and some seeds slide on the ice.

Uses: We eat seeds ; animals also eat seeds.

The cotton seeds give us thread for clothing, oil, etc.

Words: From the nature lessons we might learn the words *root, stem.*

We already know the words *leaves, flower.*

NATURE WORK—PRACTICAL SEED WORK

The children should be prepared for the special finger play by starting the growing of peas or beans a month beforehand. We may do this in various ways :

1. In water, using little glasses or wide-mouthed bottles. The seeds may be kept damp only, or they may be kept in a greater amount of water. The water should be renewed twice a day. By this method the seeds will send out branching roots, and long stems with leaves.

2. If the seeds are placed on cheesecloth or mosquito netting over a glass of water, the roots will work their way through the cloth into the water.

3. Eggshells filled with sand may be used for individual plants.

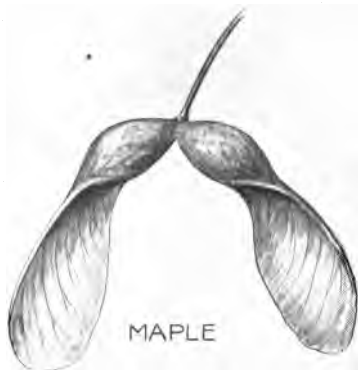
4. One general plant may be kept in a flower-pot. The beans may be raised within a few weeks. Many other seeds may be used for study.



ACORN



BEGGAR-
TICK



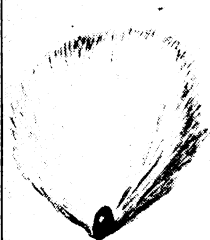
MAPLE



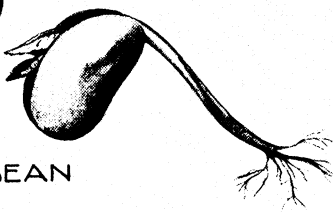
PINE



THISTLE



COTTON



BEAN



PRUNE



Read to the pupils "The Wonderful World," by H. B. Rand.

WORD WORK

Let the children select, as in the former finger plays, the familiar sight words, and then words which may be easily recognized through the familiar phonic elements. Make a list of all these, and fix them in the memory through chart and card drill. Follow the line of work already explained, viz. :

1. Phrase work.
2. Words in position.
3. Words out of their original position.

Combine into reading lessons.

The words in this finger play which are already familiar through the work connected with the other finger plays, the poetry gems, and the reading exercises, are as follows :

little	be	deep	plant
the	what	drop	voice
in	see	asleep	wonderful
out	bright	said	lay
of	to	sun	creep
so	and	seed	heard
			shine

The words formed of familiar phonograms, and already known through the marked practice-lists, are :

wake ake	heart ar	<i>Compare:</i> night	wake	rise
rain ai	light ight		light	make
side ide	might ight		might	take
	rose ose		bright	

Fix by use and by drill of the phonograms in these words rather than by word drill.

This work leaves for future study the three words: *fast, world, buried.*

INSTRUCTIONS FOR PAGE 102 (*Continued*)

fast. The *ast* in *fast* may be compared with the *est* already familiar in the word *west* and *western*.

ast

*f ast

*l ast

world. *world* may be almost pronounced by omitting the *o* altogether—*w~~o~~rld*. This is an easy way to teach it.

buried. We have not used this word in the reading.

It is well sometimes to use words for an exercise and drop them when they have finished their work.

THE LITTLE PLANT



In the heart of a seed,
Buried deep, so deep,
A dear little plant
lay fast asleep.



“Wake,”
said the sunshine,
“And creep to the light.”

“Wake,”
said the voice
of the raindrops bright.



The little plant heard,
And rose to see
What the wonderful
outside world
might be.



(Thanks are due to Miss Marie Bell Coles, kindergarten member of the New York City Normal College faculty, for some of these finger-movements.)

INSTRUCTIONS FOR PAGES 103-105

NATURE STUDY—THE ACORN, THE SEED OF THE OAK

Reproduction Story: Because of their brevity fables are useful for this purpose. The well-known fable of "The Acorn and the Pumpkin" may be used as a reminder of the sunfish whose common name is "Pumpkin-seed."

Study of

Words: *acorn.* The children may find the word *corn* in *acorn*. The likeness, however, does not extend to the pronunciation.

done. Find the word *one* in *done*. *one
We found it before in *none*. *n one
*d one

small. Find the word *all* in *small*. all
Now we may use a phonic list : *c all
*t all
b all
*f all
*sm all

inside ide

outside *s ide

w ide

r ide

be side

*in side

*out side

root oo

*r oo t

sh oo t

b oo t

h oo t

from om

fr om

T om

*some thing *some body

*any thing *any body

*no thing *no body

*gr~~e~~at gr ~~e~~ ā t

pebble p eb ble



THE PEBBLE AND THE ACORN

A FABLE

An acorn fell from a tree.

It fell by a pebble.

The two lay
side by side.

The pebble
told the acorn
how wonderful he was.

He told the acorn what he had
come from.

The acorn said nothing.

Then the pebble said :
“How small you are.
How small and brown !
Look at me.
See what a bright pebble
I am.
My friend, you
are good for nothing.
But I have done
wonderful things.
I was once
a great rock.
I have done wonderful
things in the world.”
The acorn said nothing.
One day,
the pebble
was looking at the acorn.

STORY WORK

Let the children make their own interpretations of the finger play.

NATURE WORK

The development of the roots and of the first leaves should be studied through individual plants before this finger play and this story are taken up. Also have the pea-pods, if possible. If not, use other pods for illustration.

Let the children put spheres into a cylindrical box. Use lentils, bird-seeds, etc. Swell the dried peas for a lesson on seed-coats; let the children see the little plant in the heart of the pea or bean.

Some botanical gardens have a sprouting cocoanut.

Words: The name *sugar-pea* will be remembered without special effort; pod, vine, shook, cook. (Review from many of the phonic word lists.)

Review Phonograms:

	ine	ook	ee
*v	ine	*c	ook
*sh	ine	*sh	ook
*l	ine	*l	ook
d	ine		
m	ine		

New Phonogram:

ast.
*f ast
l ast
p ast
m ast

Study in the word *fast*.

Review: hold old

ar
*c ar
*c ar p
*f old
*h old
*be h old

*c ar
*c ar p
*sh ar p
*d ar k
sh ar k

Card Drill: fast, dark, hold, car.

(The phrases, "Step lively" and "Hold fast," are worth using only in the car connection.)

Review phonograms *ed*, *ar*.

INSTRUCTIONS FOR PAGES 106-110 (*Continued*)

New Word: head. *Review:*

	ow		ed		ar	
	kn ow		*b ed		*d ar k	
(also)	k n o y		f ed		b ar k	*c ar p
	ow	no	*h e r d		l ar k	*sh ar p
	*bl ow	k no y	br e r d		sh ar k	
	*l ow		l e r d		m ar k	
	*gr ow				h ar k	
	*b ow					
	*sh ow					
	*sl ow					
	* k n ow					

He saw something
come creeping out.

It was a little root.

A little root
was creeping
out of the acorn.

Then he saw
two little leaves open.

Then another and another.

After a while,
a little tree stood
by the pebble.

The pebble lay
under the little tree.

“Well,” said the pebble,

“Think of all that was
inside of that fellow!

And he never said
anything about it.”

THE STORY OF SUGAR-PEA



“Let me out!”

“Let me out!”
said a little
voice.

“Open the door!”

“No! no!” said
the old vine.

“Be still,
Sugar-pea.

Stay where you
are.”

“But they are
all on top
of me. Oh!”

“Sh! Sh!

Here comes Cook.”

Oh, dear !

How it shook.

How

the green house shook.

The peas all
fell down.

“ Hold fast !
hold fast ! ”
called out the pea
at the end.

Then Sugar-pea saw
that he was
in a car.

After a while
the car stood
still.



Cook opened
the door.

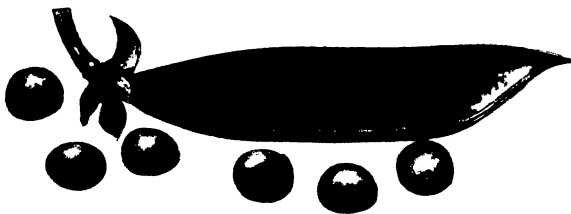
“Step lively!”

Then out they ran,
all together;
all but the little one.

She stayed in the car.

Sugar-pea ran
after the others.

What fun!



“See this one,”
said Cook.

“Here is one
that will do
for seed.”

Poor Sugar-pea
lay on his back
in the dark.

How long
he was in the dark
he did not know.



He lay fast asleep.

“Wake!”
said a voice.

“It is time
to get up.”

Sugar-pea was sleepy,
but he opened
one eye.



“Wake!

It is not cold now.”



Down went
Sugar-pea's feet.

“Wake, and creep
to the light.”

Up went
Sugar-pea's head.



He peeped outside.

Tap-tap! tap-tap!



“Wake,”
said a merry voice.

“Wake, and creep
to the light.”

INSTRUCTIONS FOR PAGES 110-116

Review Phonogram: an, ank. NOTE. — There are two sounds of *n* in each column, but the children need not be told this fact.

ă	ĕ	ĭ	ō	ŭ
an	en	in	on	un
ang	eng	ing	ong	ung
ank	enk	ink	onk	unk

Lead them through the table, starting with the vowel sound.

*th ank	*th ink	tr unk
s ank	s ink	s unk
dr ank	*dr ink	dr unk

Get correct work.

Let the children first work downward; then across.

NATURE WORK

Effect of blaze of sunshine on tender plants; they become parched.
Use bright colored papers of the seven colors.
Let the children arrange them in different ways.

Review Phonograms:

us	or
*d us t	*c or n
*d us ty	h or n
m us t	m or n
*tr us t	*morn ing
	*f or
	f or m

THE RAINBOW

Many beautiful stories are connected with the rainbow.

NATURE WORK—PRISM PLAY WITH SUNBEAM

If there is no sunshine in the class-room, take the children into the yard, or, if necessary, into the street.

Review Phonograms:

ud	ine	ee
*b ud	*sh ine	*s ee n
m ud	*v ine	*gr ee n
c ud	d ine	
s uds	f ine	

New Words: *dust *morning *bud. *l ine

INSTRUCTIONS FOR PAGES 110-116 (*Continued*)

SUNSHINE

Use glass to make the light-bird dance.

Effect of sunshine on people and plants and animals.

The happiness to be found in a sunshiny day and a sunshiny face and a sunshiny heart.

Review Phonogram : el.

*h el p	kind	*k ind
s el f		f ind
him self		m ind
her self		r ind
my self		gr ind
your self		h ind
it self		

New Words :

*help, kind.

Sugar-pea flew
out of bed.

“Creep this way,”
said a little ant.



“Thank you,”
said Sugar-pea.



“Creep that way,”
said a black beetle.

“Thank you,”
said Sugar-pea.

“Creep by me,”
said a gray rock.

“Thank you,”
said Sugar-pea.





Little by little
he rose
to the light.

How bright it was
in the outside world.

What a wonderful
world.

What a great,
bright world.

But Sugar-pea
was so little.

He was only
a little plant.

And he was all
alone.

What could
a little plant
like Sugar-pea
do in a great,
bright world?

Sugar-pea lay
down in the dust.

“Good morning,
dear little plant.”
said a gay voice.

“I am the rain-drop
that waked you.

I am very happy
to see you.”



Sugar-pea looked up.

Bright little rain-drops
were playing
around him.

They were playing
in the sunshine.

Sugar-pea said,
“Thank you.”

He looked around.

A great green vine
stood by his side.

One of the buds opened.

The bud looked
at Sugar-pea.

“Good morning,”
said the bud.

“Good morning,”
said Sugar-pea.

Then he heard
another voice.

“Good morning,
dear little plant.”

“Good morning,”
said Sugar-pea.

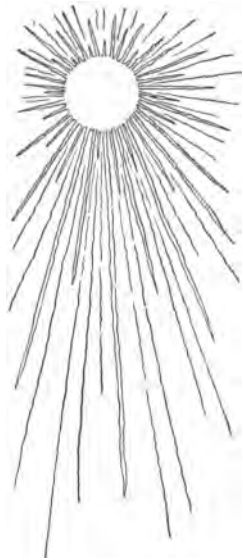
“I am
the merry sunshine.

I waked you.

I said to you :

Wake and creep
to the light.

I am very happy
to see you.”



“Thank you,”
said Sugar-pea.

“How kind
you all are.

How kind you are
to help me.”

And he rose
to see what
the wonderful
outside world might be!



INSTRUCTIONS FOR PAGES 117-120

Stories of good luck cluster around four-leaf clovers.

NATURE WORK

1. The usefulness of the clover to animals and to man: delicious pasture for horses and cows; helps the bees to make their honey; enriches the ground when plowed under; sweet perfume; beautiful blossoms.

2. The sleep of plants and their awakening; their love for the sun: they often follow his course during the day.

3. The mission of the dewdrop.

Words from Phonic Lists: * clover

* dew

* yell ow

Review Phonograms: * over

ew

ell ow

cl over

* d ew

* f ell ow

dr over

m ew

y ell bw

f ew

b ell ow

n ew

m ell ow

p ew

New Words:

Find the word *ever* in *every*.

clover

* ever

dew

* n ever

every

* ever y

yellow

Compare the *ew* of *dew* with some word containing *ū*; as, *ūse*, *tūne*. With that help, take up by comparison the linear table of *ū*, since no word containing *ū* happens to occur in the reading lessons.

ūbe

ude

ufe

uge

uke

ule

ume

tune

une

use

THE FOUR-LEAF CLOVER

By the door
of a house
was a little
clover plant.



It had four little
round leaves.

Every night,
it would bow its head,
and fold its leaves.



Then it would go
fast asleep.

At sunrise,
the leaves opened.

Every day at sunrise,
the little clover looked
up to the sun.

No one saw
the little four-leaf clover.



It was hidden.

Tall clover plants
were all around it.

All around it
were bright red
clovers.

The bees flew
over its head.

It had only
one friend.

That was a dew-drop.

One morning,
a young man
stood at the door
of the house.

The little clover
was at his feet.

He looked over
its head.

He looked around at
the tall red clovers.

“Oh! if I could
only see one
four-leaf clover!

Then I should be rich.

Then I should be
well and strong.

Then I should be
happy.

I will look
the world over,
till I see one
four-leaf clover.”



The young man
went far away.

He looked
the world over,
but he saw
no four-leaf clover.

One day, long after,
he stood again
at his door.

He was no longer young.

He was old and gray.

There at his feet was
a four-leaf clover.

It was yellow.

But a bright
little dew-drop
lay on its heart.

SUMMARY NO. 5

SUMMARY OF WORDS, PAGES 101-120

PLANTS

acorn	fast	rain	
ant	from	rose	
bud	great	shook	
car	head	side	<i>inside outside</i>
clover	heart	small	
cook	help	thank	
dark	leaf	told	
dear	light	vine	
dew	might	wake	
done	morning	world	
dust	pea s	yellow	
every	pebble		

No new phonograms, except those in Linear Table of \bar{z} .

\bar{u}
 ube
 uce
 ude
 ufe
 uge
 uke
 ule
 ume
 une
 upe
 use
 ute

Studied by comparing with the
linear tables of \bar{a} , \bar{e} , \bar{i} , \bar{o} .

FINGER PLAY

Finger Play. Hubbard's "Songs and Games"

Let the same plan be pursued, phrases before words. The known words are as follows :

this	with	little
is	heart y	one
the	cheer	pet
mother	tall	of
good	that	all
and	plays	small
dear	great	
father	her	

Words which have been given in the marked phonic lists :

doll	d oll	All of these are well-known phonograms.
brother	br other	
stout	st ou t	
sister	s is ter	
behold	be h old	
	be hold	

family has not occurred in the lists, but contains familiar phonograms :
f am il y

This leaves no new phonogram to teach.

There are a number of other finger plays about the family which may be found in any of the kindergarten song-books including finger plays.



This is the Mother,
good and dear;

This is the Father,
with hearty cheer;



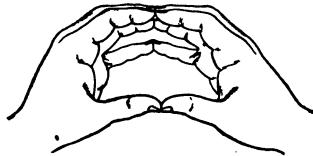
This is the brother,
stout and tall;

This is the sister,
that plays
with her doll;



This is the little one,
pet of all;

Behold
the good family,
great and small.



INSTRUCTIONS FOR PAGES 122 AND 123

FINGER PLAY — MOTHER, GOOD AND DEAR

Family Plays. Children love to “play house,” and it is much more healthful for school children to “play house” than to “play school.”

Story-telling. One child may tell a story to keep the others quiet.

Ethics: Helpfulness. Children may keep quiet for father.

Bright eyes may thread a needle for mother.

Words: No new words on these pages except those found in the finger play: *sister, doll.*

Phonics: Development of the

SQUARE PHONIC TABLE (for chart work)

of

ā ē ī ō ū

from the Linear Tables already developed from the known words:

take	these	rise	hope	
wake	here	like	rose	(Develop ū from
name		line	hole	ūse and tūne
ā	ē	ī	ō	ū
abe	ebe	ibe	obe	ube
ace	ece	ice	oce	uce
ade	ede	ide	ode	ude
afe	e fe	ife	ofe	ufe
age	ege	ige	oge	uge
ake	eke	ike	oke	uke
ale	ele	ile	ole	ule
ame	eme	ime	ome	ume
ane	ene	ine	one	une
ape	epe	ipe	ope	upe
are	ere	ire	ore	ure
ase	ese	ise	ose	use
ate	ete	ite	ote	ute
ave	eve	ive	ove	uve

INSTRUCTIONS FOR PAGES 122 AND 123 (*Continued*)

NOTE.— The teacher will remember that the object of these chart tables is to save card drills and so to afford variety. Much labor and time may be saved through this condensation.

A few minutes a day, spent in running down a section or in running across the sections, will be sufficient. For fear of interfering with the phonic work, the letters should not be called by name during the first term of the first year ; but the phonograms may be sounded, thus : $\bar{a} \ b\bar{e}$ = $\bar{a}be$. During the second half of the first year the letters may be called, if the teacher desire.

MOTHER, GOOD AND DEAR

We all call,
“Mother!”

All the family
call, “Mother!”

All day long we
call, “Mother!”

Then mother comes
to help father.

This is father.
He is thinking.

Father thinks
while he is asleep.

Mother says:

“Sh! little ones.

Father is thinking.

Wait till father
is through thinking.



Mother will tell
you a story, till
father is through
thinking."

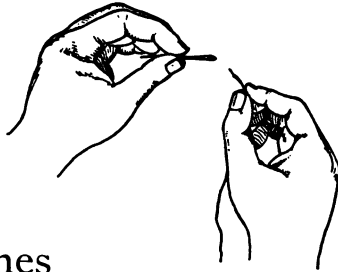
Sister plays
with her doll.

Sister likes
to make things
for her doll.

Sister calls:
"Mother!

It will not go
into the eye."

Then mother comes
to help sister.



Brother likes to write.

He likes to write
a letter.

FINGER PLAY

Let the children finish the whole finger play by dancing the fingers.
The piano playing may be done on the desks ; with song accompaniment if teacher likes.

How do we hold a pen or pencil? Can we write a little letter?

Two New Words : Both have familiar phonograms.

	write	* letter
write	wr ite	l etter
	b ite	* b etter
	k ite	
	m ite	b et ter
	wh ite	l et ter
	* pol ite	

REVIEW PHONOGRAMS

y	ing
	* r ing
	* s ing
	* br ing
	* w ing
	sw ing

REVIEW

* some	* any
* some thing	* any thing
* some body	* any body
* some times	* any one
* some one	

Sometimes

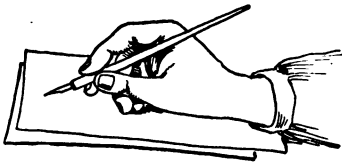
he writes a letter
to the boys.

Sometimes

he writes a letter
to a lady.

He writes,

“My dear friend.”



Then he calls,
“Mother!”

Mother comes
to help brother.

Our baby likes
to be with mother.

He says
he likes to be
with mother
all the time.

When mother
goes away,
he says,
ă ă

That is the way
he calls,
“Mother!”

Then mother runs
to help baby.

She runs very fast.

She says:

“Poor little baby.

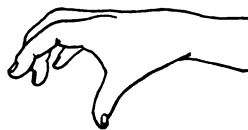
He has nobody
to play with him.

Come to mother, pet.

Baby and mother
will make
a little ring.”

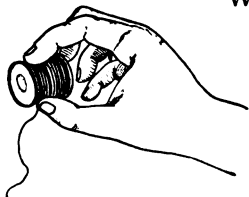


Sometimes
mother plays
for us.



We like to have
mother play.

When she plays,
we all sing.



But how we run
when mother drops
anything.

We all
run together
to pick it up.

That is one way
we can help mother.



Mother calls us
her
“Merry Little Men.”

INSTRUCTIONS FOR PAGES 127-130

STORY OF ROBIN HOOD

Folding a tent may make the children think of the woods.

Words for Review Study of ood : hood, woods, good.

wood

woods ood

* h ood

* w ood s

* st ood

* g ood

ee

* gr ee n

* s ee n

New Word: polite.

polite pol ite

ite

* y r ite

b ite

m ite

s ite

wh ite

* pol ite



THE STORY OF THE MERRY TALL MEN



Once upon a time,
there lived
a merry
good-fellow.

His name was
Robin Hood.

He lived
in the woods.

Robin Hood
was a tall man,
and he lived
with one hundred
Merry Tall Men.

Robin Hood
and his hundred
Merry Tall Men
were always
in green.

They were always
in green
like the woods.

The Merry Tall Men
all loved
Robin Hood.

When Robin Hood
called,
they would run fast
to him.

They did not
let him call
more than once.



The Merry Tall Men
were always hidden
in the woods.

They never liked
to be seen.

They always
hid in
the green woods.

Robin Hood and his
Merry Tall Men
had bows.

Robin Hood
and his men
had very big bows.

Sometimes they did
harm with the bows.

But
the Merry Tall Men
were very dear men
in some ways.

They were always
merry.

And they were
always kind
to little ones.

They were always
polite to a lady.

And they would never
harm any poor man.

INSTRUCTIONS FOR PAGES 131-133

MEMORY GEM

Also Reading to Pupils

As usual, have a chart, or write the poem on the blackboard. The chart is preferable, as it gives continuous work.

1. Let the children select the familiar words, verse by verse.
2. Let them read phrases which you detach from the poem. Then let the teacher write these phrases on the blackboard. All this is for the sake of word study in order to obtain true reading.
3. Now let the teacher read the whole poem to the children before they try to read the poem connectedly. This is for the purpose of presenting to the children the beauty of the poem both in thought and diction. The little ones will feel an intense enjoyment in it which may otherwise be lost to them.
4. *Words*: Nearly all of the words are familiar to the children.
5. The unknown words will be memorized as the poem is learned. They should not be drilled in for the vocabulary; the children may study the construction of these words as illustrated below.

New Words:

Verse 1, heaven. (Compare with *seven* found in word list.)

Verse 2, no strange word.

Verse 3, failing. (Compare with *sailing* in phonic lists.)

Verse 4, ~~w~~rong. (Compare with *song* in phonic lists.)
forgiven, for given.

Verse 5, *velvet*, powdered, legs, *marshmary*.

(Teach in the memorizing without analysis.)

Verse 6, steal. (Compare with list of *ea* in phonic lists.)



SEVEN TIMES ONE

1

There's no dew left
on the daisies and clover ;
There's no rain
left in heaven ;
I've said
my "seven times"
over and over,
Seven times one are seven.

2

I am old, so old
I can write a letter ;
My birthday lessons
are done ;
The lambs play always,
they know no better.
They are only
one times one.





3

O moon! In the night
I have seen you sailing
and shining
so round and low.

You are bright, ah bright!
but your light is failing;

You are nothing now
but a bow.

4

You moon, have you done
something wrong in heaven,
that God has hidden
your face?

I hope, if you have,
you will
soon be forgiven,
and shine again
in your place.

O velvet bee,
 you're a dusty fellow;
 you've powdered your legs
 with gold;

O brave marshmary buds,
 rich and yellow,

Give me your money
 to hold.

And show me your nest
 with the young ones in it,

I will not
 steal it away;

I am old!
 you may trust me,
 linnet, linnet,

I am
 seven times one to-day!



—JEAN INGELow.



Now see them here,
These friends so dear,
As they together meet;
With bows polite,
And faces bright,
Each other they will greet.

Oh! how do you do?

And how do you do?

And how do you do again?



And how do you do?

And how do you do?

Say all these little men.

SUMMARY NO. 6

SUMMARY OF WORDS, PAGES 121-134

brother
doll
family
hood
letter
more
polite
ring
sister
woods
write

No new phonogram.

SUMMARY OF THE PHONIC WORK

SQUARE TABLES

ă	ě	ĩ	ö	ű	ā	ē	ī	ō	ū
ab	eb	ib	ob	ub	abe	ebe	ibe	obe	ube
ac	ec	ic	oc	uc	ace	ece	ice	oce	uce
ad	ed	id	od	ud	ade	ede	ide	ode	ude
af	ef	if	of	uf	afe	efe	ife	ofe	ufe
ag	eg	ig	og	ug	age	ege	ige	oge	uge
ack	eck	ick	ock	uck	ake	eke	ike	oke	uke
al	el	il	ol	ul	ale	ele	ile	ole	ule
am	em	im	om	um	ame	eme	ime	ome	ume
an	en	in	on	un	ane	ene	ine	one	une
ap	ep	ip	op	up	ape	epe	ipe	ope	upe
as	es	is	os	us	ase	ese	ise	ose	use
at	et	it	ot	ut	ate	ete	ite	ote	ute
av	ev	iv	ov	uv	ave	eve	ive	ove	uve
					are	ere	ire	ore	ure
ă	ě	ĩ	ö	ű					
an	en	in	on	un					
ang	eng	ing	ong	ung					
ank	enk	ink	onk	unk					

LINEAR TABLES

br	ber	sp	bl	ble	ou	ow	wh
cr	ker	st	cl	cle	oi	oy	th th
dr	der	sc	dl	dle	ai	ay ey	ch
fr	fer	spr	fl	fle	ea	ee ie	sh
gr	ger	str	gl	gle	ew	oo	
pr	per	scr	pl	ple	<u>ew</u>	<u>ū</u>	
tr	ter	sm		tle	er	ir ur	
	mer	sn	sl	sle	<u>ōw</u>	<u>ō</u> oa	
	ner		tl	tle	ook	ood ould	
	ser						
	ver						
	ler						
	her						

all aw ight old other any ind ful or ar y y w

NOTE. — It is not expected that the children will know the above phonograms perfectly by the end of the term, but they will have a very good general and unconfused idea of them, and will be able to apply them, if the directions have been followed, page by page.

VOCABULARY

PARTS I AND II

(375 words.)

about	blow s ing	come s	eyes	gentleman
acorn	blue	coo		get
after	boat	cook	face	girls
again	body ies	could	fall ing	give s en
all	both	cradle	family	go ago
alone	bough	creep s ing	fan	goes
always	bow	cruel	far	gold
am	boy	curving	farm er	good good-by
an	brave	daisies	fast	grand
and	break s	dark	fat	gray
ant	breast	dart ed ing	father	great
any	breathe	day	feed	green
apple s	bright	dear	feet	
are	brook	deep	fell	hand
as	brother	dew	fellow	happy
asleep	brown	Dick	fins	hard
at	bud	did	fish es	harm s
away way	but	do	five	has
	buzz	does	flew	have
baby	by	dog	flies	he
back		doll	float ed ing	head
be	call ed ing	done	flock	heard
bed	can	door	flower s	heart
bee s	car	down	fly ing	help
beetle s	carp	drink	fold	her
bend s ing	cat	drop	for	here
better	catch	dust	found	hidden
big	cheer		four	him
bill	chickadee	eat	friend s	his
bird s	clear	eggs	from	hive bee-hive
birthday	cloud s y	end	fun ny	hold behold
bit	clover	ever		hood
black	cold	every	gay	hook

VOCABULARY (Continued)

hope	low	only	round around	soon
house	made	open	run	sound
how	make	other another		spot
hundred	man	our	said	star s
I	may	out	sail ing s	stay ed
if	me	over	sand	still
Indian	mean		saw	stood
into in	men	park	say	storm y
is	merry	pat	says	story
	might	pea s	school	strong er
kind	money	pebble	sea	sweet
king	moon	peep s ed ing	see s n	swift ly
kitten	more	pet	seed s	swim
kneel	morning	pick	send s	sun
know	mother	place	seven	
	mouse	plant	shall	tail
lady	mouth	play s ed ing	shallow	take
lambs	my	polite	sharp	tall
lay	name	pond	she	tell
leaf	near	poor	shine	tap
leaves	nest	pretty	ship	than
left	never		shook	thank
lesson s	night	rain	should	that
let s	noble	ran	show	them
letter	no nobody	red	side (in, out)	then
light	none	rest	silver	there
like d s	not	rich	sing s ing	these
limb	nothing	ring	sister	they
line	now	rise	sit ting	thin
linnet		robin	sky	think s ing
little	of	rock s ing	sleep s ing	this
live d	old	rock-a-by	sleepy	three
long er	on	roll ing	small	through
look s ed ing	once	room	so	till
love	one	root	some	time
		rose	song	to

VOCABULARY (Continued)

together	under	walk ed	where	world
told	up upon	was	while	would
too	us	water	whiskers	write
top		weed s	why	
toy	very	well	will	year
tree	vine	went	wind	yellow
trout	voice	were	wing s	you
trust		west ern	with	young
trying	wait ing	what	wonderful	your
two	wake	when	woods	





